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ABSTRACT

This practicum addressed the problem of childcare personnel with insufficient knowledge about how to use available teaching resources in five proprietary child daycare centers. Contributing factors were insufficient training and the directors' inability to establish on-going training programs in the five centers. Goals of the practicum were, first, to increase the directors' knowlege about staff development, and, second, to increase the knowledge level of daycare personnel in utilizing developmentally appropriate teaching resources and multicultural teaching strategies, practicing effective classroom management techniques, and enhancing parent/center communications. A five-phase strategy was implemented which included organizational workshops for directors and staff. The workshops were enhanced through the use of teacher-made handouts, "hands on" experiences, classroom demonstrations, center visitation, and the use of a cadre of resource consultants. Results indicated that the goals of the practicum were met and that the use of in-service workshops increased director and staff knowledge about utilizing curriculum resource materials. (SH)

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Increasing the Knowledge and Work Performance of Child Daycare Personnel: An In-Service Workshop Approach

by

Judy Lacy Wilson

Cluster XXV

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A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Allegra Murphy (Signature)

Allegra Murphy, Curriculum Supervisor
Home Economics
Broward County Schools - Vocational and Technical Education

701 South Andrews Avenue

Fort Lauderdale, Florida 33316

7/2/91
Date

This practicum report was submitted by Judy Lacy Wilson under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

7-10-91
Date of Final Approval of Report

Barbara Lacy (Signature)
Advisor

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ABSTRACT

INCREASING THE KNOWLEDGE AND WORK PERFORMANCE OF CHILD DAYCARE PERSONNEL: AN IN-SERVICE WORKSHOP APPROACH. Wilson, Judy Lacy. 1991: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood. Descriptors: In-service/Early Childhood/ Staff Development/Day Care/Child Daycare Workers/Child Daycare Administrators

This practicum addressed a problem which existed in five proprietary child daycare centers, which indicated that child daycare personnel lacked sufficient knowledge in utilizing available teaching resources. Factors contributing to the lack of sufficient knowledge in child daycare personnel were insufficient training and the directors' inability to establish an on-going training program in the five centers.

The writer's goals were: (a) to increase the directors' knowledge in staff development, and (b) to increase the knowledge level of child daycare personnel in utilizing developmentally appropriate teaching resources and multi-cultural strategies, effective classroom management techniques, and parent/center communications. The writer implemented a five phase solution strategy which included organizational workshops for directors and experienced staff members and in-service workshops for directors and staff. The workshops were enhanced through the use of teacher-made handouts, "hands on" experiences, classroom demonstrations, center visitations, and the use of a cadre of resource consultants.

Analysis of the data revealed that the use of the five phase solution strategy met the goals of the practicum. Results indicated that the use of in-service workshops increased director and staff knowledge in utilizing curriculum resource materials.

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Judy Lacy Wilson (signature)

CHAPTER I

INTRODUCTION

Description of Community

The setting for the practicum was five licensed proprietary child daycare centers located in one of the fastest growing cities in the southeastern United States. Operating year round since the mid-1980s, the centers were established by individual community residents and are open, year round, for business.

Heavily populated with 71,000 residents, the city is referred to as being in the geographic center of a tri-county gold coast area. Local entrepreneurs contribute greatly to the economic status of the community by operating manufacturing and business service centers which employ community residents. Perhaps the most significant occurrence which has influenced the city's rapid growth has been the increased mobility of multi-ethnic families into the community and entering the work force. As a result, numerous child daycare programs have been established to accommodate families with children from infancy to five years of age.

The socio-economic make-up of the community is middle to lower class. The community contains homes with an

average sales price ranging from the upper seventies to the mid-eighties with approximately 1,900 square feet of housing space. A variety of facilities are available to residents including the following: parks, recreation centers, the County clinics, nursing homes, a variety of specialized physicians, and two excellent libraries with space for off-campus classes offered by the local community college.

The five private daycare programs serve as focal points in the community. Their locations are centralized to the various housing sub-divisions and serve as a source of pride to the families utilizing their service. The centers' population includes an enrollment of 200 children with 5 directors, supervising a total of 30 child daycare workers. The ethnic composition of the staff and children is 47 percent Black, 23 percent Haitian, 15 percent Caucasian, and 15 percent Jamaican. The educational background of the supervisory staff includes two directors with undergraduate degrees in Business Administration and Sociology and three directors with high school diplomas. The remaining staff consists of 13 child daycare workers with high school diplomas and 19 workers with 0 to 5 years' experience in the early childhood educational field.

Providing full day services five days per week, the centers were open from 6:00 a.m. to 6:00 p.m. daily. The classrooms were adequately equipped with developmentally appropriate teaching materials. In addition, adult-child ratios were in line with the State and County guidelines.

The philosophy of the programs centers around providing a variety of experiences to meet the physical, emotional, social, and intellectual needs of the children. It is further believed that the success of each child's experiences depends upon adult guidance and the cooperation of home, child daycare center, and community.

Author's Work Setting and Role

The practicum writer is a native of the city in which the practicum was implemented. The writer's educational background includes an undergraduate degree in Elementary Education, a Master's degree in Elementary/ECE, and an Educational Specialist degree in Administration and Supervision. Having a wealth of knowledge and teaching experience, spanning from early childhood education to adult education, the writer holds teaching certificates from two states in the following areas: Early Childhood Education, Elementary Education, Administration/Supervision, Kindergarten through Twelfth Grade/Adult and Community School.

The writer has served the local school system for 16 years -- 14 years as an instructor in charge of implementing a preparatory wage-earning course in Child Guidance, Care, and Management Services. During this time of service, the writer perpetuated the original development of a training laboratory with an enrollment of 30 pre-schoolers, ages 2 years to 5 years, for the purpose of preparing secondary

students for a career in child daycare services. In addition to those responsibilities, the writer is an adjunct instructor of the following: supplemental child daycare services courses on the County adult vocational level; the State-required 20-clock hour introductory child daycare training course; the County's 8-clock hour child daycare in-service courses; and the Child Development Associate Credential Courses at a local university.

The writer's expertise is extensive in the area of child daycare services, having organized and reorganized several child daycare programs locally and out of state. In addition, the writer has designed and implemented a handbook for vocational home-economics teachers working at off-campus sites; co-authored four child daycare services curriculum guides on the County level; and designed and implemented a marketing plan to increase secondary student enrollment in child daycare services classes. The marketing plan document was chosen for announcement in the January 1990 issue of Resources in Education, and is presently in the Educational Resource Information Center's data base.

During the 1984-85 school year, the writer was identified as an Associate Master Teacher and received the Florida Meritorious Teacher award. In 1987, the writer was promoted to an Assistant Principal in the local public school system.

Presently, in addition to those administrative duties, the writer continues to design and to teach early childhood

courses and staff development programs for the County's public school system.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Locally, five proprietary child daycare centers celebrated their emergence as a service to their surrounding communities within the past five years. During those years, the enrollment of children from infancy to five years of age has steadily increased and can directly be attributed to the influx of multi-ethnic families moving into those communities and to their parents securing permanent employment. As a result of the increase in the centers' enrollment of children, center directors found it necessary to employ additional personnel in an effort to meet staff/child ratios as mandated by the State guidelines and by the County guidelines.

In an effort to employ persons to staff their programs, the directors in the five centers referred to the employment criteria as set forth in the County's Child Daycare Ordinance. The personnel requirements, however, for child daycare workers as described in the ordinance range from such qualifications as the following: a four-year college degree or child development associate credential; or a vocational child guidance, care and management services

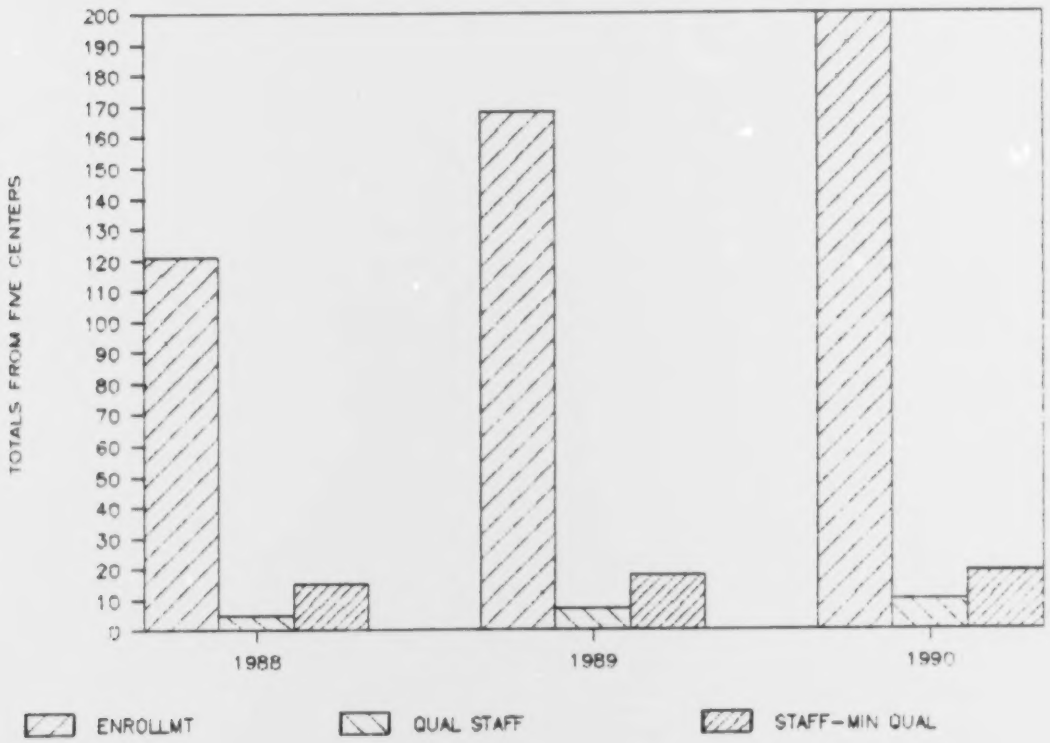
vocational certificate to a high school diploma/GED; or four years training experience in child daycare. The guidelines further allow directors to hire one qualified teacher for every 50 children.

Utilizing every available means of advertising including community newspapers, public media announcements, and individual referrals, the directors in the five centers were unsuccessful in their attempts to hire an adequate number of persons with teaching credentials which reflected specific training in child guidance, care and management services, or in any area in the field of early childhood education. However, with the lack of a sufficient amount of persons with appropriate teaching credentials in child daycare services applying, and the latitude afforded directors in the hiring of staff as indicated in the County's Ordinance, persons with minimum qualifications were employed to staff the five centers. The minimum qualifications ranged from high school dipolmas to a maximum of four years experience in the child daycare services field.

As indicated in Figure 1, from 1988 to 1990 the annual increase in the enrollment of children in the five centers prompted a decrease in the hiring of qualified staff and an

increase in the hiring of staff with minimum qualifications in child guidance, care and management services.

Figure 1. Annual Student Enrollment and Personnel Employed in Five Proprietary Child Daycare Centers



The State, in its effort to address the issue of hiring persons within the County's wide range of employment criteria, established within their Child Daycare Standards a 20-clock hour child daycare training course. The course is required and must be completed by all persons employed in child daycare programs within the state. Designed as an orientation tool, the course serves to introduce personnel to the State's expectations with regard to operating a child daycare facility. Consisting of four training modules, the course limits its content to a mixture of theoretical concepts with State and County regulations. Adhering to the State's requirements, personnel from the five centers completed the State's Introductory Child Daycare Training Course and received certification.

In addition to the above stated training, the County's Child Daycare Ordinance requires that all persons employed in local child daycare centers complete one 8-clock hour workshop annually. Designed to provide continuing education to child daycare workers, the content of the County's in-service workshops consists of 13 subject areas. Supplemental in nature, each course is eight hours in length and provides theoretical and practical information to enhance the child daycare workers' skills. Completion of an 8-clock hour in-service workshop is determined by the individual worker's date of employment. In addition, however, the individual child daycare worker's choice and the availability of workshop offerings, dictates when the

County's in-service workshop requirement will be satisfied.

As a result of the consistent hiring of staff with minimum qualifications, the directors in the five child daycare centers incurred great difficulty in providing quality care for parents utilizing their services. The scope and sequence of the State and County's in-service training did not adequately provide comprehensive information to assist child daycare personnel in their work settings. The writer, an instructor of the County and State's in-service training courses, discovered that instructional presentations and feedback of workshop information revealed that there was limited use of teacher resource materials by child daycare personnel in their work settings.

Further observations by the writer indicated that the five child daycare programs were housed in excellent facilities with developmentally appropriate classroom equipment and learning materials. Staff members, however, lacked adequate training skills, learned in Child Guidance, Care and Management Services courses, to utilize the learning materials effectively in providing educational experiences for the children enrolled.

If the problem were to be solved, child daycare personnel would be adequately prepared for their positions and be knowledgeable in the use of the teaching resources available to them in their child daycare centers. Briefly stated, the practicum addressed a problem which existed in

the five proprietary child daycare centers which indicated that child daycare personnel lacked adequate training and knowledge in the use of teaching resources available to assist them in the areas of curriculum development, classroom management, and parent/center communications.

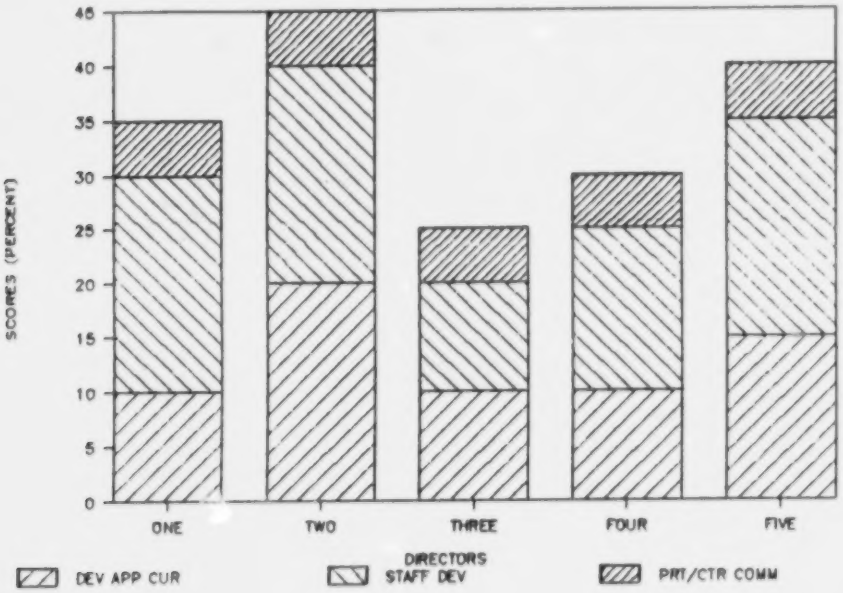
Problem Documentation

Documentation with regard to the lack of adequate training and knowledge in the use of available teaching resources in the areas of curriculum development, classroom management, and parent/center communications in child daycare personnel was confirmed by the use of three evaluative instruments.

A questionnaire was administered to the five directors with regard to their knowledge and use of a developmentally appropriate curriculum in their centers. In addition, the questionnaire further addressed the directors' knowledge and abilities with regard to their supervisory relationship with staff members, as well as the implementation of parent/center communications (see Appendix A). The results were interpreted and can best be described in Figure 2 which reveals that the five directors lacked sufficient knowledge to provide an adequate number of correct answers to questions asked in the area of utilizing a developmentally appropriate curriculum in their centers. In addition, the directors lacked sufficient knowledge to answer a correct number of questions which addressed staff development issues

as well as implementing parent/center communications.

Figure 2. Results of Questionnaire Administered to Child Daycare Directors. What is Your Child Care Services Intelligence Quotient?



Scoring Key

Areas Evaluated	Number of Questions	Answers to Questions		Value of Questions
Developmentally appropriate curriculum	4	3-4 Correct	Knowledgeable in utilizing developmentally appropriate curriculum	25%
		2 or below	Lacks sufficient knowledge in area	
Staff Development	11	6-11 Correct	Knowledgeable in staff development	60%
		5 or below	Lacks sufficient knowlege in staff development	
Parent/Center Communications	3	2-3 Correct	Knowledgeable in implementing parent/center communications	15%
		2 or below	Lacks sufficient knowledge in area	
			Questionnaire Total	100%

A child daycare staff survey was administered to 30 staff persons employed in the five daycare centers. The purpose of the survey was to identify the child daycare worker's personal qualifications and job duties (see Appendix B). The results revealed several deficits in the staff. As indicated in Table 1, 30 staff members responded to the survey and identified themselves as teachers in their respective programs. Eight of the staff surveyed responded to having one year to four years child daycare work experience. The remaining twenty-two staff members responded to having less than one year of work experience related to the caring of young children in a child daycare setting.

Table 1. Child Day Care Staff Survey Results of Job Duties and Work Experience

	Job Duties				Work Experience			
Child Daycare Centers	Teachers	Teacher Assistants	Teacher Aides	Volunteers	Less than 1 Year	1-5 years	6-10 years	11 years or more
Center 1	6	-	-	-	5	1	-	-
Center 2	7	-	-	-	6	2	-	-
Center 3	6	-	-	-	3	3	-	-
Center 4	6	-	-	-	5	1	-	-
Center 5	5	-	-	-	3	1	-	-
Total Staff	30				22	8		

The child daycare staff survey further revealed that the 30 staff members responded to having completed the State's required 20-clock hour Introductory Child Daycare Services Training Course. As indicated in Table 2, however, the child daycare staff survey also revealed that only 11 staff members responded to having completed an annual 8-clock hour County in-service workshop for the 1990 school year.

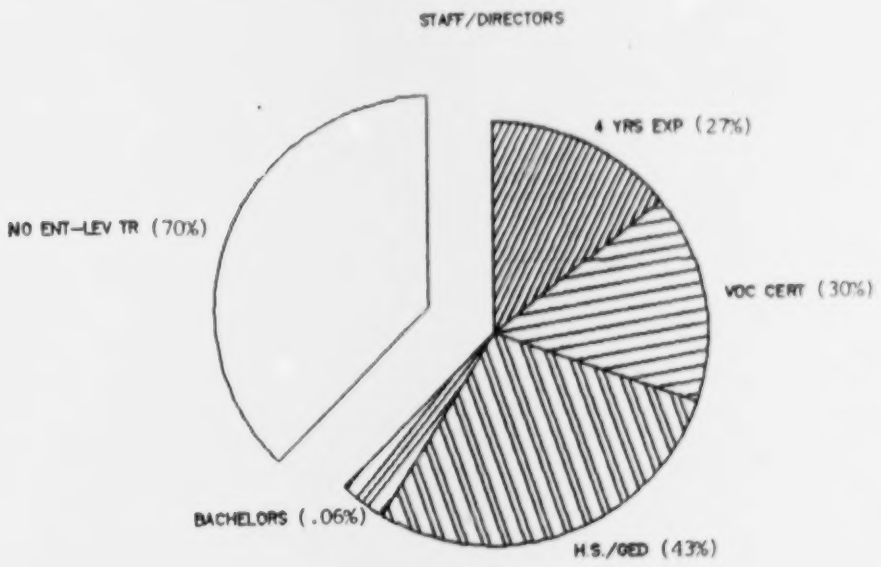
Table 2. Annual County 8-clock Hour In-Service Courses Completed by Child Day Care Center Staff for School Year 1990

Annual In-Service Courses	Child Day Care Centers				
	One	Two	Three	Four	Five
			Staff		
Computers in Education	-	-	-	-	-
Developing Learning Centers	-	-	-	-	-
Infant Care	-	-	-	-	-
Language Development	-	1	-	2	-
Leadership Development	-	-	-	-	-
Pre-School Mathematics	1	-	1	-	-
Pre-School Music	-	1	-	-	-
Pre-School Science	-	-	-	-	-
Pre-School Social Studies	-	-	-	-	-
Pre-School Art	-	-	-	2	-
Organizing and Scheduling Activities and Games	-	-	1	-	2
Parent Involvement	-	-	-	-	-
Sensor Motor Development	-	-	-	-	-
Total Staff	1	2	2	4	2

The child daycare staff survey job analysis section revealed that 22 out of 30 staff members rarely selected and used, adequately, the developmentally appropriate learning materials in the 5 centers. As indicated in the survey, a variety of responses were given by staff to performing teacher related tasks. The survey further indicated that participation in staff meetings and membership in a professional organization was nil. A total of three staff members responded to subscribing to a professional journal in the field of early childhood education (see Appendix B).

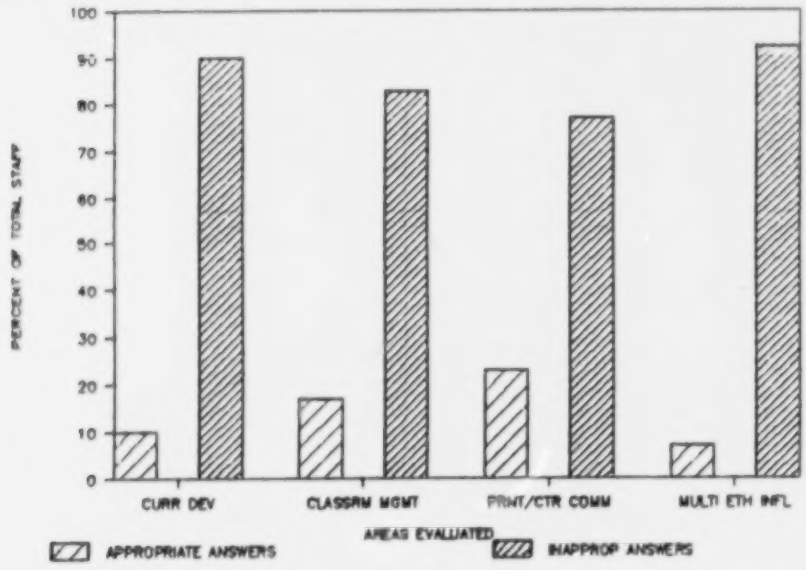
Finally, a major finding of the survey revealed key information relative to the educational levels of the total child daycare staff. As shown in Figure 3, 21 staff members lacked formal entry level training in the area of child daycare services.

Figure 3. Educational Levels of Personnel Employed in 5 Proprietary Child Daycare Centers



Further documentation was ascertained by administering a preliminary evaluation to the 30 staff members employed in the 5 child daycare centers (see Appendix C). The results revealed significant staff deficiencies in the area of child daycare program development. As shown in Figure 4, the preliminary evaluation was divided into three areas: a series of statements required that staff members respond by providing appropriate answers relative to their knowledge and use of developmentally appropriate curriculum resources and materials. Twenty-seven out of thirty staff members responded with inappropriate answers. A second series of statements required that staff members respond by providing appropriate answers which addressed the use of a variety of classroom management techniques. Twenty-five out of thirty staff members responded with inappropriate answers.

Figure 4. Results of Child Daycare Workers Preliminary Evaluation



Scoring Key (Child Day Care Worker Preliminary Evaluation)

Areas Evaluated	# of Questions	Knowledgeable in Area		Composite Total Value
1. Developmentally appropriate curriculum	5	3-5	Knowledgeable in developmentally appropriate curriculum	35%
		2 or below	Lack sufficient knowledge in developmentally appropriate curriculum	
2. Classroom management techniques	3	2-3	Knowledgeable in classroom management techniques	21%
		1 ans	Lack sufficient knowledge in classroom management techniques	
3. Multi-ethnic influences	5	3-5	Knowledgeable in multi-ethnic influences	35%
		2 or below	Lack sufficient knowledge in multi-cultural influences	
4. Parent communications	1	1 ans	Knowledgeable in area of parent communications	9%

Total Answers to Questions

9-14	Sufficient knowledge
8 or below	Lacks sufficient knowledge

In addition, a third series of statements addressed the utilization of appropriate methods of interacting with parents. Twenty-three out of thirty staff members responded by providing inappropriate answers. Staff members were also asked to respond to a series of questions which addressed their awareness of the multi-ethnic influences which affect the child daycare setting. The results indicated that 20 out of 30 staff members supplied insufficient information which indicated their lack of knowledge in the area of multi-ethnic influences.

The Directors' Questionnaire, Child Day Care staff Survey, and Preliminary Evaluation provided convincing evidence for the writer. The evaluative instruments further confirmed that child daycare personnel in the five centers lacked adequate knowledge and training skills in child daycare services.

Causative Analysis

There were four major causes as to why the personnel in five child daycare centers lacked adequate training and knowledge in the use of available teaching resources to assist them in curriculum development, classroom management, and parent/center communications. In the writer's view, historically, child daycare programs have been plagued with the stigma of being mere babysitting services providing custodial care for families utilizing their services. Nationwide, the past decade has produced a remarkable

increase in the number of licensed child daycare facilities in operation. As a result of continual growth in the number of children attending daycare centers, emphasis has been placed on program quality and the hiring of qualified staff. Unfortunately, the demand for trained workers has surpassed the supply.

Locally, perhaps the most significant cause hampering the quality of program delivery in the five child daycare centers originated from the directors' lack of knowledge to provide an appropriate staff development program for persons under their supervision. The directors' viewed their roles as being that of maintaining the enrollment of children and that of attending to a variety of administrative tasks which did not directly involve the staff nor the children. Orientation for new staff members was minimal. However, staff members were considered responsible for planning and scheduling educational activities. Staff meetings were infrequent and center staff in-service workshops were non-existent.

A second major cause of the problem was insufficient training that hindered the child daycare worker's awareness of available teacher resources and the multi-cultural influences which affected their performance. Due to the lack of adequate training, the tendency of the staff in the five centers was not to use a developmental approach to providing educational experiences for the children enrolled. The staffs' lack of a knowledge base in curriculum

development has resulted in inadequate planning of appropriate learning activities, including a total disregard of the cultural diversity of the parents and their children. In addition, poor classroom organization and limited use of pre-school learning centers had resulted in inappropriate teaching techniques. Inconsistencies in managing the classroom further promoted an unorganized environment that was evident throughout each of the child daycare centers.

Another cause of the problem is that, nationwide, the high turnover rate among child daycare workers has undermined the stability and dependability of services available to children and their parents. A "domino effect" has been created because qualified persons enter the field and are compensated with minimum starting salaries, the lack of fringe benefits, and poor working conditions. Seemingly, many qualified child daycare workers equate salaries with professionalism. The low pay and the low status identified with persons working with young children have permeated the child daycare work force. The factors, as described above, have resulted in low morale problems which have forced enormous numbers of qualified persons to leave the child daycare services field for higher paying occupations. The exodus of qualified workers from the field has resulted in the hiring of untrained workers, thereby causing additional reductions in salaries. The majority of child daycare workers in the five centers receive minimum wage. In addition, workers are expected to work long hours with

limited out-of-center breaks and lunch periods. As observed by the writer, there was no designated area in any of the five centers for a staff lounge or library.

Finally, a fourth cause as to the inadequacies is directly related to State and County in-service courses which do not meet the specific needs of individual child daycare programs. As indicated in Table 3, the State required 20-clock hour Introductory Child Daycare Training course only offers four training modules to child daycare workers.

Table 3. State Required Introductory Child Care Training Course Offerings for Child Daycare Personnel

Course Offerings	Instructional Time Frame
State and Local Rules and Regulations Which Govern Child Care	2
Health, Safety, and Nutrition	4
Identifying Child Abuse and Neglect	4
Child Growth and Development	10
Total Training Hours	20

The modules consist of minimum instructional time in the areas of State and local rules and regulations which govern child daycare; health, safety, and nutrition; identifying child abuse and neglect; and child growth and development. Child daycare workers are required to complete the State's 20-clock hour course only once during their employment in a child daycare program.

In addition, the County's 8-clock hour in-service course structure consists of the 13 courses as described in Table 2 of the problem documentation. The County requires that each child daycare worker choose and complete one 8-clock hour in-service course annually.

The overall intent of the State and local in-service course structure does not lend itself to the training of persons who lack the basic entry level training skills in the field of child daycare services. Emphasis is placed on the orientation and enhancement of existing or former knowledge acquired from previous formal instruction and preparation in the field of child daycare or early childhood education. Clearly, for the 30 child daycare center staff members, the brevity of both State and local in-service courses did not sufficiently provide the in-depth mixture of theoretical concepts and practical experiences needed to broaden their knowledge base. As a result, while completion of the courses was warranted, practical applications of the course contents were nil in the staffs' workplace.

The Related Literature

A review of the professional literature revealed that the problem of inadequate training skills in child daycare personnel is one of great magnitude, and the effects are directly related to staff performance and program quality. The literature addressed the quality of child daycare services in a variety of ways.

Globally, a new area of research has evolved, analyzing the problem of advanced knowledge and preparation of early childhood educators. Kahn and Kammerman (1987) stated that as a result of the overflow of women into the work force, families face the burden of finding affordable and satisfactory care and education for their children. Increasingly, the demand for child daycare services for the American family has raised the parents' awareness of the need for quality care which has been linked to qualified staff. However, the connecting of quality child daycare to quality staff depends greatly upon the child daycare worker's educational background as well as the level and quality of training and experience. Clearly, child daycare programs in America are in a dichotomous state because the delivery of quality programs are hampered by poorly trained staff.

Judge (1989) further analyzed the quality of instruction and preparation of training programs for early

childhood educators in developed and undeveloped countries throughout the world. The author indicated that teacher training programs were widely acknowledged in all countries. However, while emphasis is placed on providing a strong knowledge base of instruction, the combining of theoretical and practical skills is not readily seen. Further analysis revealed that a distinct difference is placed on the training of teachers of young children as compared to that of older children. Such disparities in teacher preparation later manifest themselves as teachers of the young attempt to deliver instruction to children in the real world. The author concluded that the inappropriateness of teacher training of early childhood care givers has deterred the quality of early childhood programs universally.

Wasserman (1987) analyzed the significance of quality teacher training programs and teacher effectiveness in a study conducted at Simon Fraser University. Over a ten-year period an alternative training model was utilized to gather information relative to the effectiveness of instructional methods utilized in training early childhood care givers as well as subsequent trainee classroom performance in a practical laboratory setting. Additional information was gathered and analyzed relative to the follow up of trainees completing the programs and securing employment. The results of the study analyzing the teaching practices of 175 trainees indicated that formal training and future performance were inter-related and strongly connected.

Further analysis revealed that quality programs are hampered by the lack of quality in teacher training and the effectiveness of classroom teaching. The study's findings concluded that the quality of teacher preparation is the single most important factor in training programs for early childhood care givers.

Spodek (1989) further substantiated the importance of advanced knowledge and preparation of early childhood care givers as it relates to quality child daycare services by analyzing teacher preparation and performance in the People's Republic of China. The author indicated that limitations in the early childhood care giver's performance was indirectly related to inadequacies in training and available teaching resources. While child daycare programs have rapidly increased, teacher training remains outdated and inappropriate. Contributing factors include the utilization of andragogical rather than pedagogical skills relative to the teaching of young children. Teaching practice time is limited to four weeks utilizing adults in role-playing situations.

A major concern of teacher training is that of recruitment which was directly attributed to the poor compensation received upon employment. Further analysis indicated that all teacher trainees are considered competent upon completion of their training experience. Immediate job placement is eminent due to the enormous shortage of teachers. Throughout the Republic, early childhood care

givers utilize the rote method of instruction. Teacher performance is limited to the lecture method. Materials and resources are designed and utilized for the purpose of reinforcing lecture concepts. Individual participation and feedback from children are limited to that of activities which mirror the concepts imparted in the lecture. Further analysis revealed that lessons do not accommodate or allow for the individual needs of the young children.

Hott (1989) analyzed the administration of early childhood programs in the United Socialist Soviet Republic. The author's study revealed that early childhood care givers are highly respected in Russian society. However, public discontent with regard to the current educational system has forced the government to address the issue and to implement major reforms throughout the system. Hott stated that the major criticism of early childhood programs focused on teachers of low quality, high child-teacher ratios, and the utilization of out dated curriculum concepts and teaching materials. Teacher-training programs center around instructional preparation which foster a restricted curriculum in the country's early childhood programs. Major concerns further indicate that quotas in teacher training programs were stable. However, a low teacher recruitment rate exists because of the low compensation offered. The rapid increase in the number of early childhood programs has prompted major initiatives for change relative to teacher training and working conditions.

Sunal, Osa, and Saleemi (1989) expressed the belief that critical economic conditions and minimal standards in the quality of early childhood programs in Nigeria has resulted in teachers who are poorly qualified and low salaried. Due to the lack of commonality in culture, language, and religious belief, a universal primary education is provided to all children in Nigeria. Extreme overcrowding in early childhood settings permeates the country. As a result, many unqualified persons are utilized in the staffing of early childhood programs. A high teacher turnover rate persists as teachers seek higher salaried positions in the government. The major focus in the training of teachers is that preparation encompasses the trainee's ability to teach all grade levels. Early childhood care givers are considered to have low status in the educational system.

Olmsted and Hoas (1989) analyzed the current status of child daycare worker training in Finland, Hong Kong, Italy, and Thailand. The authors studied 14 developed and developing countries and presented preliminary information from the longitudinal cross national survey describing four countries. The study's findings indicated that the four countries shared a commonality in teacher preparation and the subsequent delivery of educational programs for the young child. The study revealed a lack of coordination of staff qualifications and training, with notable widespread discrepancies in teacher training standards and methods.

Olmsted and Hoas further expressed concern with regard to the future of child daycare giver training programs due to the lack of government support and involvement. In addition, the authors indicated that there was a high demand for child daycare services in all four countries. However, the availability of programs as well as qualified staff is not balanced. The problem of high staff turnover, as well as overcrowded classrooms, has significantly affected the quality in the delivery of child daycare services throughout the four countries highlighted in the study.

In a continued effort to document the problem, the literature addressed the importance of the director's role in the daycare center setting. Chrisman and Couchenour (1988) discussed that few directors possess the leadership skills necessary to administer child daycare programs. Directors usually train themselves on the job as the need arises. Chrisman and Couchenour further suggested that administering child daycare programs should be considered a profession for which formal training is needed. In addition, the authors stated that directors should be knowledgeable in the areas of "...interviewing, hiring, supervising, training, and supporting staff who will be able to assume these responsibilities as necessary."

Katz (1972) further asserted that directors must be goal oriented and knowledgeable of the developmental stages of the teachers they supervise. According to Katz, directors who lack adequate supervisory skills tend not to

be cognizant of staff needs and lack the communication skills necessary to develop good relations with parents and community groups.

Elkind (1988) expressed the belief that the increasing demand for child daycare has forced child daycare directors into providing custodial care instead of early childhood education. The author stated that while child daycare is a necessity, society has devalued the importance of caring for young children. The author further indicated that program quality relies on the leadership skills of those in decision making positions. Current trends indicate that child daycare program administrators and staff lack insight with regard to the importance of a quality child daycare program. Vital to quality programming is the ability of program directors to develop effective supervisory techniques for stimulating staff. In addition, child daycare staff should be adept in providing experiences which are appropriate for the children in their care.

Chrisman and Couchenour (1988) stressed the importance of the director-staff relationship. The authors stated that effective communications are a direct result of the director's ability to communicate with staff. Communicative ability relies heavily on the director's prior knowledge of interpersonal communicative skills.

Feenis and Kipnis (1989) further clarified the importance of staff effectiveness in child daycare programs by analyzing the results of two surveys and a series of

workshops. Utilizing the members of the National Association for the Education of Young Children, the surveys and workshops were implemented to identify current views relative to the status of early childhood education. The authors' analysis of the surveys and workshops indicated an overwhelming concern in the areas of quality in early childhood programs, program administrators, staff, and parents. As a result of the authors' analysis, the formulation of a National Code of Ethical Conduct was implemented. As described in the code, the authors state that it is the responsibility of early childhood employees "to promote policies of working conduct that fosters competence, well being, and self esteem in staff members."

The literature further indicated that teacher effectiveness and the quality of teaching is affected by the quality of training and preparation. The National Association for the Education of Young Children's position statement on developmentally appropriate practices in programs for children, asserts that curriculum development and the use of appropriate materials are important factors in how teachers teach (National Association for the Education of Young Children, 1986).

The significance of teacher effectiveness and teacher quality was further revealed in the National Child Day Care staffing Study conducted by Whitebrook, Howes, Phillips and Pemberton (1989). The researchers investigated the quality of child daycare services in America by analyzing child

daycare staffs, working environments, and center-based care. The study's sample included 227 child daycare centers, utilizing urban and suburban programs in five metropolitan areas. A comparative analysis addressed child daycare center quality from the decade of 1977 to 1988. The study's findings indicated deficits in the present day quality of care. The authors concluded that a major factor contributing to the lack of quality care is directly attributed to the education and training backgrounds of the staff.

Washington and Oyemade (1984) expressed the belief that when child daycare workers possess the knowledge and ability to use alternative strategies to create a positive climate in daycare settings, they are more effective at classroom management. The absence of such knowledge in workers will create an environment unmatched to the growing trends in an ever changing society.

Further research supported the importance of teacher effectiveness in early childhood programs as it relates to parents. Gordon and Browne (1985) analyzed the effects of parent/center communications initiated by child daycare workers. The authors stressed the belief that the children's families are the key to building a successful program. The utilization of parent/center communications by child daycare workers fosters parent cooperation, a level of trust, and reassures the parents' confidence in the center's program. The authors further stated that care givers tend

to undervalue the importance of parent involvement due to a lack of the appropriate skills necessary to effectively communicate classroom/center information.

The quality of training and preparation as it relates to teacher effectiveness and quality was further examined by Scholastic Pre-K (1986). The researchers indicated that there is a serious need for care givers to be trained in recognizing the diversity of cultural backgrounds in the families utilizing child daycare programs. The researchers further expressed the belief that teachers who are aware of the variety of cultural differences in their classrooms, are better able to create an environment which encompasses all curriculum areas.

The literature further revealed that the status of workers in the child daycare profession affects the delivery of service to families. Whitebrook (1986) indicated that while there is an overall teacher shortage in the public school system, child daycare center staff shortages are severe and at devastating proportions. In addition, the author states that child daycare center staff shortages can be attributed to many problems within the profession including the high turnover rate of experienced teachers which is caused by poor compensation. Clearly, the existing demand for experienced early childhood staff at a time when center enrollments are on the rise is the basic underlying reason for the present crisis in the child daycare profession.

As indicated in the National Child Day Care staffing Study, Whitebrook, Howes, Phillips and Pemberton (1989) revealed that the child daycare staff turnover rate had increased greatly from 15 percent in 1977 to 41 percent in 1988. The researchers concluded that the increased demand for child daycare workers has resulted in the hiring of untrained workers which has created a transient work force.

Modigliani (1986) further substantiated the child daycare worker shortage. The author conducted a community survey of child daycare workers and interviewed additional child daycare workers in key cities throughout the United States. In addition, a comparative analysis was conducted on a variety of occupations requiring minimal skills and the training necessary for child daycare workers. The author concluded that child daycare is one of the lowest of the low-paid occupations in the United States. "When education and responsibilities are considered, there is no other occupation that is as underpaid and undervalued." Modigliani also mentioned that characteristic to the working conditions of teachers in child daycare centers are long work hours, short breaks, no compensation for overtime with little or no fringe benefits.

Clearly, low morale permeates the child daycare worker force and affects quality programming. Honig (1986) stated that essentially there is a need to create a professional support system to upgrade the working conditions in early childhood education programs. The author concluded that

reading materials, training manuals, and an abundance of supplemental teaching resources are necessities for child daycare staff enhancement.

In a continued effort to document the problem, the literature revealed that inconsistencies in national, state, and local standards influence the development of quality pre-service and in-service training programs for child daycare staff. The Committee for Economic Development (1987) investigated the quality of programming and staff in a random sampling of developmental and custodial child daycare programs in several states within the United States. Analysis of the committee's research indicated vast inconsistencies in the manner in which states govern child daycare programs and the training of personnel. The study's conclusions revealed a great need to develop federal standards governing child care programs, to insure proper care, training of staff and of management.

Additional research as revealed by Martinez (1986) indicated that states use minimum standards to determine required levels of training for child daycare workers and child-to-staff ratios. The author concluded that the practice of utilizing minimum standards promotes a state of deregulation which affects the quality of care provided in daycare center programs.

Willie (1982) described the manner in which states regulate daycare programs to insure quality staff. The author indicated that an enormous number of states consider

the idea of minimum standards and maximum quality of service in child daycare programs to be controversial in nature. Seemingly, state regulatory agencies view the use of minimum standards better accommodate families, because it provides programs with a measure of flexibility. States further view the implementation of maximum standards in child daycare programs to be difficult to regulate. The author expressed the belief that the debate surrounding maximum or minimum standards in child daycare programs threatens the quality of staff training which affects the delivery of services to the children.

Professional literature relative to the causal analysis to the problem was identified by Chrisman and Couchenour (1988) who revealed that directors "...do not usually receive pre-service training that directly relates to administrative duties." As a result, directors train themselves on the job as experiences arise. The authors concluded that in many cases, directors who do not possess adequate knowledge in supervision and child development can deter the effectiveness of staff. The authors further indicated that the lack of a knowledgeable director causes staff conflicts and contributes greatly to the high turnover rate.

Kuykendall (1990) analyzed the pre-service requirements of daycare directors in the United States. The study revealed that only eight states required college course work, while three states required some college training.

The largest number of states in the study's sample items included 18 states with requirements for directors which included some college or other training and experience. The remaining 22 states required either experiences in child daycare or no training or experience.

Whitebrook (1986) conducted a series of interviews with directors attending the National Association for the Education of Young Children's Annual Conference in 1985. The author's purpose was to gather information relative to current insurance rates and child abuse. However, the major concern among directors was the current teacher shortage. The results of the author's interview indicated that directors spend enormous amounts of time seeking qualified staff. In addition, the author found that a shortage of qualified directors to administer child daycare programs exists throughout the country. The author cited that the directors shortage was most prevalent in states utilizing minimum training requirements for personnel.

Prescott and Jones (1988) expressed the belief that stability is non-existent in child daycare programs throughout the nation. The underlying cause for instability can be attributed to the staffing patterns utilized. The author further stated that the large number of families who need child daycare services has caused a high demand in the hiring of trained and untrained workers.

Further research supported the problem of a lack of training and knowledge in child daycare workers. Katz

(1984) identified a variety of classroom teaching techniques which required that early childhood workers utilize advanced knowledge and professional judgement. The author expressed the belief that non-professionals do not possess adequate skills to maintain a commitment to the high standards of performance as exhibited by professionals. The author further cited that in day-to-day situations in early childhood settings, non-professionals will apply inappropriate solutions for handling learning situations with children. Katz concluded that professional standards are common place with members of the profession. However, teachers who do not have advanced knowledge in early childhood education are unable to perform effectively.

Bullock (1988) also discussed that the lack of training and experience in child daycare workers causes feelings inadequacy. In addition, the author expressed the belief that the conscious feelings of inadequacies in child daycare workers would inevitably affect the worker's ability to perform effectively.

Washington and Oyemade (1984) asserted that in present day society, the rapid increase of families into the country from other cultures has changed the traditional approach to teaching the young. The authors expressed the belief that the learning activities of young children in pre-school settings must include a variety of ethnic and cultural experiences. However, a multi-cultural component does not exist in the teacher education programs of today. As a

result, pre-school teachers have not been trained to adequately plan for and implement multi-cultural experiences for children in their classrooms.

Greenberg (1989) stated that public schools as well as pre-school programs tend to overlook the importance of parent involvement. The author asserted that educators, authorities, and experts on the national, state, and local levels realize the importance of parents in the educational process. However, teacher training programs infer that the professional image and status of the teaching profession is lessened by the inclusion of parents in the educational process. Greenberg cited that out of the 1200 teacher training institutions in the United States, very few include teaching methods involving parent education or communicative skills as an integral part of the teacher's professional preparation.

Sleeter and Grant (1988) substantiated the problem of the child care worker's inability to work with parents. The author stated that, inadvertently, as a result of the workers lack of formal training, an attitude of pervasiveness exists. Daycare personnel tend to omit an appropriate parent component to center activities simply because they do not know how to develop and implement a parent involvement program in their centers.

Whitebrook and Granger (1989) indicated that research supports the premise that the enormous teacher turnover in child daycare programs has caused a multitude of problems.

The domino effect is most visible as indicated by the low salaries offered to trained and experienced workers. The author further stated that the hiring of workers with little or no education, experience, or training has resulted in the "...inability of child day care programs to expand in program supply and quality."

In addition, Whitebrook (1986) analyzed daycare staff turnover in child daycare programs for the year 1984. The studies were the result of the concerns of many local early childhood groups throughout the United States. The combined results of the studies indicated staff turnover of 20 to 30 percent within a year's period in the communities where information was gathered. In addition, the author analyzed statistics from the United States Bureau of Labor Statistics. As indicated in Day Care U.S.A. 1984, the bureau revealed that a 42 percent turnover rate existed in the child daycare work profession during the year 1981. The author further reported that low wages, lack of benefits, and poor working conditions are the major factors contributing to the high turnover rates among child daycare workers.

Gunzenhauser and Caldwell (1986) further substantiated low wages as a major factor in the daycare staffing crisis. The authors concluded that experienced and educated staff members in child daycare centers are poorly compensated, receiving low wages below the poverty level. As a result, most child daycare workers encounter stressful conditions

which create a poor self image and low morale. Honig (1986) also expressed the belief that a staffing crisis exists among child daycare workers with an identity crisis which runs parallel to the problem. The author expressed the belief that the identity crisis prevails. The author further suggested that child daycare workers consider and answer the question, "...is early childhood a job or is early childhood a profession?"

Rambusch (1985) stated that the use of minimum standards by state and local governments regulating child daycare programs has resulted in the use of monitoring procedures which provide limited resources for program usage. The author further asserts that th relaxation by states relative to the monitoring process for child daycare programs has perpetuated deficits in program quality. Rambusch concluded that "...states can use their authority to insist on quality in early childhood programs by implementing effective licensing procedures as well as establishing requirements for professional credentials."

Research relative to the general treatment of the problem revealed a variety of approaches and the results achieved. Zinsser (1984) discussed the organization of the Kaiser Centers in the United States during World War II. The author stated that the Kaiser Centers implemented model settings with qualified administrators, highly trained staff utilizing state-of-the-art curriculum approaches. The centers operated from 1943 to 1945 providing "round the

clock service" for 249,268 child care days. The centers served 3,811 children and freed 1,931,827 woman working hours. The results of the Kaiser model was exemplary and indicated a high quality in the delivery of services.

Kamerman (1989) stated that "... almost all European countries have acknowledged the value of preschool programs." The author's study of the preschools in Europe further indicated that a universal approach to education and care is used. Strict enforcement of staff qualifications, and child/staff ratios are in existence in high quality programs.

Khalakdina (1984) discussed the importance of choosing appropriate personnel to work in child daycare programs. In analyzing the Integrated Child Development Services Program in India, the author found that quality services were delivered by placing emphasis on personnel and the parents serviced. In operation from 1974 to 1983, the scope and sequence of the program addressed the process of selecting daycare workers who lived in the communities to which they would be assigned to work. Further emphasis involved the development of a sound relationship between the child daycare worker and the parents in the community.

Utilizing an over-all plan that would encompass all communities within the country, the program involved: specific recruitment of staff; development of appropriate curriculums; monitoring and evaluation, with consideration for meeting the ecological needs of each community. The

utilization of the systematic individualized approach resulted in a cadre of well trained staff providing quality to the variety of preschool settings in the country.

Collins, Gabor and Ing (1987) expressed the belief that due to the lack of formal training, child daycare workers lack the appropriate communications skills to effectively perform in their job duties. The authors designed and implemented two communicative skills training formats to be utilized in pre-service and in-service training programs. Designed to increase the child daycare worker's ability to communicate effectively with children and parents, the training formats were used with 48 perspective child daycare workers and 49 practicing child daycare workers in Southern Alberta. As a result of the utilization of the two training formats, the authors concluded that effective communication skills were greatly improved by using a variety of curricula models in the training process. In addition, the authors suggested that child daycare worker skills should be assessed on an on-going basis. Pre-service and in-service programs should be designed, and implemented as a result of the periodic assessment.

In conclusion, a review of the literature clearly revealed factual information indicative of manifestations, causal analysis, and general treatment of the lack of advanced knowledge in child daycare workers and its effects on job performance and the quality of child daycare programs.

CHAPTER 111

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

The development of methods by which child daycare workers would increase their knowledge and skills in the use of available teaching resources was important because it related to the quality of services delivered to the children and the parents. Therefore, the goals and aims of the practicum were as follows:

1. Child daycare directors will develop and implement an appropriate staff development program for their centers.

2. Child daycare personnel will increase their knowledge in the use of developmentally appropriate curriculum resource materials and multi-cultural strategies in their classrooms.

3. Child daycare personnel will increase their knowledge of classroom management techniques.

4. Child daycare personnel will increase their knowledge and use of available methods of communicating with parents.

Behavioral Expectations

As a result of the documentation of the problem and the related literature analysis, the following specific behavioral objectives were projected for the practicum:

1. Within a period of eight months, child daycare directors will increase their knowledge, understanding, and utilization of skills in staff development as measured by attaining at least 84 points on a Center Observation Checklist and a score of at least 80% on a Child Daycare Directors' Final Evaluation.

2. Within a period of eight months, child daycare personnel will improve their conceptual knowledge and skills through the utilization of developmentally appropriate curriculum resource materials, as measured by at least 23 out of 30 staff members attaining a score of at least 54 points on a Center Observation Checklist and providing appropriate answers on a Child Daycare Workers' Final Evaluation.

3. Within a period of eight months, child daycare personnel will increase their practical knowledge, understanding and skills through the utilization of effective classroom management techniques, as measured by at least 21 out of 30 staff members attaining a score of at least 19 points on a Center Observation Checklist and providing appropriate answers on a Child Daycare Workers' Final Evaluation.

4. Within a period of eight months, child daycare workers will increase their practical knowledge, understanding and skills through the utilization of parent/center communications as measured by at least 18 out of 30 staff members attaining a score of at least 17 points on a Center Observation Checklist and providing appropriate answers on a Child Daycare Workers' Final Evaluation.

Evaluation Instruments

The evaluation instruments to be used to fulfill the goals and objectives of the practicum are described below:

A series of four Center Observation Checklists were designed to monitor the practical applications utilized by the Child Daycare Directors and their staff in the centers during the implementation period. The first checklist was designed to be used with the directors and addressed four areas of concentration which included administration and supervision, organizational management, program development, and communication skills (see Appendix D).

The second Center Observation Checklist was designed to be used with the child daycare staff. The checklist identified 22 competencies for utilizing developmentally appropriate curriculum teaching resource materials and multi-cultural influences (see Appendix E).

The third Center Observation Checklist was also designed to be used with child daycare personnel. The checklist identified eight competencies for utilizing

effective classroom management techniques (see Appendix F).

The fourth Center Observation Checklist was designed to be used with the child daycare staff. The checklist identified seven competencies for utilizing effective parent/center communications (see Appendix G).

In addition, a Child Daycare Directors' Final Evaluation (see Appendix H) and a Child Daycare Workers' Final Evaluation (see Appendix I) were designed by the writer. The two evaluations were designed to determine the level of conceptual knowledge gained by directors and staff during the implementation period.

In an effort to accommodate unexpected events during the eight month implementation period, the writer was to utilize an "Experiences In Child Care" journal (see Appendix J) to summarize successful experiences and unusual occurrences. Additional information was to be recorded in an effort to address child daycare personnel concerns regarding the practicum implementation process. The journal recordings were to be reviewed weekly in an effort to ensure that all aspects of the staff development plan were progressing appropriately.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The knowledge and skills of the directors and staff of the five proprietary child daycare centers had a direct bearing with regard to the workers' ability to utilize available teaching resources. In addition, the quality of services delivered to the children and the parents was dependent upon the advanced knowledge attained by the child daycare staff as well as the continued acquisition of current information relative to child guidance, care, and management services. A review of the literature revealed a number of approaches which could be utilized to augment child daycare programs with staff deficits.

Caruso (1986) suggested that the solution to inadequacies in the ability of child daycare center staff to work effectively lies within the supervisory skills of the director. The author stated that a developmental approach should be used to address the needs of supervisors and staff. The author further indicated that directors should be taught the specifics of their roles and the considerations of exploring staff backgrounds, beliefs, and learning patterns as a means of staff training and development.

Use of the aforementioned solution could work in the broad interpretation of the solution in that the director's knowledge of individual staff member's backgrounds and abilities is vital. As a result, directors would be adequately prepared to meet staff needs and provide effective supervision which involves on-going training, workshops, and individual staff conferences.

Gotts (1988) suggested that essential to a quality child daycare environment is the need for directors to provide continuing staff growth and development programs. Typically staff members in daycare centers are under qualified and do not possess the necessary job skills to function effectively. To avert continued feelings of low morale and inappropriate teaching practices, directors should plan in-service training experiences for staff which combine the practical and theoretical aspects of early childhood education.

The benefits attained by providing staff with in-service training experiences would prove most helpful to the staff in the five centers addressed in the practicum. Integrating theoretical concepts into the work setting would provide realistic learning experiences for staff.

Jorde-Bloom (1988) further suggested that administrators in child daycare programs should be trained in considering the importance of the organizational climate in the center. The writer expressed the belief that child daycare staff work best when administrators maintain open

communications, define staff roles and responsibilities, and foster productive interpersonal relationships. Jorde-Bloom also suggested a ten step approach to creating a positive work climate in a child daycare program. The author indicated that the establishment of collegiality, clarification of roles and policies, supervisory support and a reward system as being very important in promoting a positive work climate. In addition, innovativeness, establishing methods for goal consensus, task orientation, and assessing the work climate along with the physical setting are considered crucial to fostering a positive organizational climate in child daycare staff environments.

Use of the ten-step approach would be very advantageous to the writer in that it would allow for the expansion of staff networking. In addition, the motivational factors included in each approach would lend itself to total staff involvement. The ten-step approach would be an excellent tool because of the variety of concepts and the methods by which each concept is interrelated.

Logue, Eheart and Leavitt (1986) indicated in their Child Care Developmental Study at the University of Illinois, that directors should be taught theory, research, and the practical aspects of child development. In addition, the authors stated that directors should consider the prime staff goal as being that of providing, through staff, experiences for the development of the whole child. Directors should also be exposed to the outstanding skills

utilized in the process of teaching the young child. Logue, Eheart and Leavitt recommended that directors consider three factors when implementing a training program for staff. First, the combining of the research of child development and theory. The second factor should be that of applying theory into practice. The third and final factor, for consideration by directors, should be that of assisting staff toward the definition of their role as a child daycare worker.

The use of Logue, Eheart and Leavitt's recommendations addressed the major aspects of the writer's problem The lack of staff knowledge in child development and its practical applications has deterred the utilization of a variety of developmentally appropriate teaching techniques. The authors' suggestions would be of great value in solving the problem.

Goldsmith (1989) suggested that the utilization of the team approach involving director and staff would yield an effective implementation of curriculum in daycare programs. The author further stated that the utilization of the team approach would include the processes of planning, implementing, and evaluating curriculum materials based on the children's needs.

The benefits of the team approach in planning appropriate use of available teaching resources for daycare staff is a well known fact. In the writer's view, the team approach would be a very effective method for increasing

staff knowledge and participation in the overall planning of the child daycare curriculum. Coordinating the input of the total staff would foster consistency in the delivery of instruction and services to children and parents in each program.

Hildebrand (1987) further stated that classroom organization is the determining factor in program quality. The author indicated that teacher and care giver effectiveness in the preschool classroom setting is dependent upon: utilization of space; setting up centers of interest; planning and implementing learning activities; developing schedules and routines; and utilizing center and classroom goals.

The successful use of classroom organization depends heavily upon the preparation of the child daycare staff. The use of Hildebrand's method would also necessitate that staff members spend adequate time toward the preparation of each aspect of the classroom organizational approach to ensure the success of its implementation. Use of the classroom organizational approach toward solving the problem would allow for continued staff training as well as regular staff networking relative to classroom methods that were successful or unsuccessful.

Katz (1984) concurred with the aforementioned suggestion by asserting that appropriate training of early childhood workers in common responses to classroom situations, would prove significant to children's learning.

In the writer's view the training and judgement of the child daycare worker plays an important role in the daily activities implemented in the classroom setting.

Additional staff training suggestions were evident in the literature. Williams and Chankin (1985) suggested that staff training must be approached from a personal, practical, and conceptual framework. This approach would be very appropriate for increasing staff knowledge and skills. Honig (1986) encouraged the use of specialized training with early childhood teachers. The acquisition of learning experiences for teachers in the ages and stages of development of children is vital to any training component. Addressing special areas such as infant development, language development, and the pre-school curriculum enrichment areas would prove valuable to the on-going training of early childhood workers. The use of Honig's approach would provide daycare center workers with an enormous amount of resources to utilize in the planning of daily activities.

Peters (1988) also indicated that staff development for early childhood educators should be approached from a five-tiered systematic plan including "...Orientation and In-service, During Service, Training and Education, Specialist Preparation and Leadership Preparation." Use of Peters solution could work in the broad interpretation of the solution, in that the lack of training knowledge and skills in child daycare workers is universal. However, in the

writer's view, the aforementioned approach would best be utilized in a formal early childhood teacher training program.

Abbott-Shim (1990) stated that four basic components should be considered when planning child daycare staff development programs. The author suggested identifying staff training needs and resources, utilizing consultants to assist with in-service training, developing an acceptable workshop training schedule, and establishing follow up after the completion of the training program. The use of Abbott-Shim's approach would prove beneficial to solving the problem in that it would allow for creativity in meeting staff needs. In addition, the use of consultants would serve as an excellent source for the expansion of a frame of reference relative to available learning resources within the community.

Several suggestions from the literature could be combined to solve the problem. Lay-Dopyera (1985) suggested that a plan for the development of pre-service and continued in-service training for child daycare staff should involve: total integration of staff needs; use of developmentally appropriate practices; and the development of a repertoire of teaching strategies that compliment the worker's philosophy with regard to educating young children.

Utilizing Lay-Dopyera's suggestions could prove to be essential to solving the problem of a lack of knowledge and training in the use of available teaching resources by child

daycare workers. The education, training and experience levels of the individual staff members in the five centers will vary extensively. Therefore, providing a staff development program that encompasses an approach which would apply to entry-level staff as well as experienced care givers would prove beneficial to staff growth.

Description of Selected Solutions

The practicum writer designed and implemented an in-house staff development program for child daycare workers employed in the five proprietary child daycare centers. The rationale for the development of a staff development program as the solution encompassed a blending of several approaches as described in the literature review of this proposal.

Specifically, the staff development effort involved five direct and indirect sequential phases utilizing the theoretical and practical concepts of providing quality child daycare services. As indicated in the problem documentation, the source of the problem was that of a lack of knowledge and training wherein utilization of available teaching resources was limited.

Phase One of the selected solution strategy involved a systematic approach to the training of the center directors. Utilizing direct and indirect methods, a series of four organizational in-service workshops were implemented. The organizational workshops were chosen as a part of the solution, because the workshops would provide the

participants with an abundance of supervisory knowledge and resources. The workshop participants would further be exposed to a variety of approaches relative to staff development. In the writer's view, justification for the utilization of Phase One of the selected solution strategy relied heavily on the fact that center directors play an important role as it relates to center operations and staff effectiveness.

Phase Two of the solution strategy involved the direct approach to staff development utilizing child daycare center directors and experienced staff. A series of four director/staff in-service workshops was implemented for the purpose of developing peer training strategies for individual centers. Factual information was gathered relative to the individual work climate in the five child daycare programs. Serving as a basic pre-requisite tool, the individual center information gathered in Phase Two served to enhance further implementation of Phases Three, Four, and Five. Justification for the strategy used in Phase Two was predicated on the fact that the training of directors with experienced staff would prove useful in establishing a beginning cohesive element between staff and supervisory personnel. In addition, experienced staff would serve to provide invaluable assistance toward implementing the team approach to the practical aspects of staff development concepts.

Phase Three of the solution strategy encompassed direct and indirect approaches to solving the problem. A series of two in-service workshops was implemented. Designed for directors and staff, the in-service workshops provided personnel with conceptual understanding and skills utilization of developmentally appropriate curriculum resource materials. Secondly, a cadre of resource consultants was utilized. Justification for the strategy used in Phase Three was based on the premise that paramount to the effectiveness of staff in the classroom setting is the individual worker's advanced knowledge and skills relative to appropriate use of the teaching and learning materials available. The use of a variety of consultants served as an additional means by which child daycare personnel would expand their knowledge base relative to current teaching resources to supplement planned learning experiences for young children.

Phase Four of the solution strategy involved an indirect approach to staff development. A series of two in-service workshops was implemented. Designed for child daycare staff, the in-service workshops focused on providing practical knowledge and skills in utilizing effective classroom management techniques. Justification for the strategy used for Phase Four was based on the fact that a key element to classroom management is the child care worker's knowledge relative to planning, setting goals, and organizing the classroom for teaching.

Phase Five of the solution strategy involved the implementation of one-inservice workshop relative to the utilization of parent/center communications. The design of the in-service workshop included the theoretical and practical aspects of communicating and working with parents. Justification for the strategy used in Phase Five was based on the premise that providing child daycare staff with a variety of methods of communicating with parents would serve to strengthen parent-teacher relationships and increase staff effectiveness toward quality program planning.

Additional justification for the utilization of the Five Phase solution strategy involved the use of follow-up visits, center observation checklists, and an in-service workshop evaluation. The design and utilization of follow-up assignments served to provide staff with on-site, daily use of the concepts learned in each workshop. The design and utilization of the workshop evaluative instrument served to measure the appropriateness of the information included in the workshop presentations.

The implementation of an in-house staff development program for personnel employed in five child daycare programs was the most appropriate solution to the problem because of the on-site practical experiences the program would provide. Additionally, the acquisition of knowledge in concepts of providing developmentally appropriate experiences, would be valuable with regard to staff utilization of available teaching resources in the work place.

Report of Action Taken

The solution used in the practicum involved the writer's initial preparatory strategy of in-service workshop materials for approximately five child daycare center directors and thirty staff members. The first step involved drafting and forwarding a correspondence to the local school board official in charge of Home Economics. The purpose of the correspondence was to request in-service credits for the child daycare personnel participating in the practicum implementation process. The correspondence also contained a detailed outline of the in-house staff development program and the projected number of in-service hours to be accrued by each staff member. The first step also included the planning and preparation of in-service workshop agendas, an evaluation form, appropriate handouts and audio-visual aids, additional resource materials, and a schedule of in-service staff workshops.

The second step involved the selection of a cadre of specialized resource consultants to be utilized for the enhancement of workshop presentations. Local resource consultants were contacted and scheduled from the following agencies: The Chamber of Commerce; City Hall; U.S. Postal Service; Fire Department; City Parks, Zoo, and Recreation Departments; the School Board's Early Childhood Education Curriculum Department and Parent Advisory Committee; as well

as a local supplier of pre-school materials, equipment and supplies (see Appendix K).

Upon completion of the preparatory stage for the design and implementation of an in-house staff development program for child daycare workers, Phase One of the practicum implementation was initiated.

The first month of Phase One was devoted to the orientation and training of the five directors. An introductory correspondence was forwarded to the directors in addition to a schedule of in-service workshops and center visitations which summarized the eight month implementation process.

A series of four organizational in-service workshops entitled Administration and Supervision, Organizational Management, Program Development, and Communication Skills were conducted with the directors. The workshops were designed for the purpose of orientating the directors to the staff development process and to clearly identify and establish their roles as educational leaders.

The first in-service workshop activity involved a review of the individual director's results from the Child Day Care Director's Questionnaire (see Appendix A) and an introduction to the key aspects of administration of a child daycare program. In addition, a teacher-made fact sheet provided the directors with a conceptual framework for center operations. Supervisory techniques were explored in an effort to provide the directors with practical insight

with regard to staff relationships (see Appendix L). Practice exercises were utilized and provided valuable experiences in determining the individual director's leadership abilities. Role playing experiences further provided the directors with problem solving situations which could later be applied to similar day-to-day occurrences within their centers.

The second in-service workshop for directors featured an overview of the essentials of organizational management of a child daycare program. A variety of management approaches which specifically addressed staff interaction and shared decision making techniques were presented. A teacher-made handout was distributed which highlighted specific concepts and guidelines for organizing and developing center staff. The use of this device further provided the directors with an abundance of knowledge and resources for the development of Part One of the individual center staff development plans which involved staff organization (see Appendix M). In an effort to further emphasize the importance of staff development and organizational management, the merits of professionalizing child daycare staff was addressed by the guest appearance of a resource consultant. A variety of character building techniques which directors could utilize in maintaining and improving staff morale was demonstrated. Workshop group activities further enabled the directors to scrutinize the content of workshop materials and to initiate the

development and implementation of staff organizational plans.

The third in-service workshop activity involved a review of the planning and organizational processes utilized by the directors in finalizing Part One of the individual center staff development plans. An interchange of suggestions and approaches for implementation of the plans were discussed and finalized. The third in-service workshop activity also addressed the importance of program development. In an effort to establish a sound basis for quality program planning, the directors were introduced to a variety of well established early childhood education program models. The program models utilized provided the directors with specific concepts relative to setting up and operating the centers' educational program. In addition, a variety of informational materials were distributed which outlined the relevant concepts and principles of program planning. Selected activities focused upon the formulation of Part Two of the directors' staff development plans which involved developing quality programming. Individual and group activities included plans for organizing and implementing the following: center goals and routines; developmentally appropriate teaching strategies; formats for annual unit, weekly, and daily lesson plans; and a center evaluation checklist.

The fourth in-service workshop activity provided a means by which center directors could review and finalize

Part Two of the individual center staff development plans which addressed developing quality programming. In addition, the fourth workshop for directors highlighted the importance of developing effective communication skills. The concepts presented placed emphasis on creating a positive work climate which would foster good staff relations. Exposure to a variety of teamwork approaches provided the directors with interaction management concepts and shared decision making strategies. The purpose for utilizing this approach was to provide additional information which would assist the directors in developing Part Three of their individual staff development plans which addressed developing a staff support system.

In an effort to further provide information for the development of Part Three of the directors' staff development plans, a variety of role playing scenarios were presented. The use of this approach served as a method by which popular communication techniques were introduced as well as reinforced. A series of small group discussions spotlighted methods which enabled the directors to formulate plans for establishing a staff networking system to be used within the centers and with personnel from neighboring centers throughout the community. Culminating activities for the fourth in-service workshop allowed directors the opportunity to present and review their individual center staff development plans for dissemination in the remaining phases of the implementation process.

During the implementation of Phase One, the process of completing the Experiences In Child Care Services Journal was initiated (see Appendix J). The purpose of the journal was to summarize the successful and unsuccessful experiences of directors in implementing center staff development plans.

As described in the journal entries for Phase One, the directors exhibited acceptance to the concepts presented in the four organizational workshops. Prior to the beginning of each workshop, a variety of informal group conversations could be heard by the writer. The general tone of the directors' comments were of a reflective nature. Several directors openly discussed their lack of knowledge and experience in developing center policies and staff procedures prior to the workshop presentations. However, as a result of utilizing workshop materials, the directors exchanged ideas and successful methods presently being utilized in their centers.

In addition, the writer completed weekly center visitations utilizing the Center Observation Checklist for Directors (see Appendix D). Utilization of the checklist enabled the writer to gather information relative to the directors' initial practical applications of Part One of their staff development plans. The directors' progress was confirmed by the writer's observations. During the center visits a sense of direction and purpose was readily expressed by the five directors. In each center, an

atmosphere of excitement and enthusiasm was present as the directors demonstrated their accomplishments.

Phase Two of the solution strategy was initiated and completed during the second and third months of the implementation process. A series of four organizational workshops entitled Developing and Identifying Staff Roles, Developing and Implementing Center Policies, Developing Developmentally Appropriate Teaching Strategies, and Establishing Peer Training Strategies were conducted with the center directors and experienced staff. The workshops were designed for the purpose of orientating and establishing a teamwork approach to the practical applications of the individual center director's staff development plans.

The first in-service workshop activity involved a review of the five child daycare centers' experienced staff members' initial results from the Child Day care Staff Survey (see Appendix B). An overview of the individual director's staff development plans served to orientate experienced staff members to the staff development process and further provided an introduction to a series of group activities. The planned activities afforded the directors an opportunity to present experienced staff members with an in-depth view of Part One of their center's staff development plan. Additional work sessions afforded staff the opportunity to review and organize staff duties, personnel policies, staff meetings, and schedules. In

addition, an audio-visual production of guidelines for developing a staff newsletter was presented. Use of this tool enabled the staff to develop a newsletter format for circulation within the five centers. A second group session provided opportunities for the center directors and experienced staff members to review the directors' orientation plan for new staff members, the centers' annual in-service plan, and a staff needs assessment tool for dissemination to staff in five centers.

The second in-service workshop for center directors and experienced staff was a continuation of the first workshop which addressed identifying staff roles. However, the main focus of the second workshop was to allow experienced staff members the opportunity to assist in developing and implementing Part One of the directors' staff development plans for organizing staff. The directors' center organizational charts and personnel policies were presented and reviewed. A group work session provided the opportunity for center directors and experienced staff members to utilize workshop materials which outlined suggestions and guidelines for the development of handbooks to be implemented in the child daycare center with staff. In addition, four resource consultants were featured in the second in-service workshop. Utilizing the four experienced child daycare center directors, a panel discussion, entitled The Positive Effects of Establishing Center Policies, was presented. The use of this approach provided the workshop

participants with additional suggestions for implementing center policies with staff. The panel discussion further enabled the directors and staff the opportunity to become knowledgeable of successful, firsthand experiences with in-house staff development programs and the child daycare center organizational structure.

The third in-service workshop involved a presentation of Part Two of the center directors' staff development plans. The workshop specifically provided a review of the elements of quality programming which included the directors' presentation of their centers' goals and objectives. A follow-up activity was initiated wherein the directors and experienced staff were involved in an intense group session which allowed staff to scrutinize individual center plans for utilizing the director's approach to appropriate curriculum strategies for staff use with the preschool children enrolled in the five centers. The use of this approach further enabled the directors and staff the opportunity to review and analyze the directors' annual unit, daily and weekly lesson plan formats for staff dissemination. In addition, role playing situations involving the directors and inexperienced staff members, highlighted the methods for utilizing appropriate teaching resources for direct and indirect preschool learning experiences.

The fourth in-service workshop addressed methods by which the directors and experienced staff would establish

peer training strategies for implementing staff development plans within the five child daycare centers. An overview of peer training concepts was presented in a lecture format. The values and strategies related to team building concepts and fostering staff cohesiveness were further reinforced utilizing an open discussion approach. Group activities provided opportunities for the directors and experienced staff members to develop and organize peer training plans. The use of this approach further provided the directors and experienced staff members with methods by which inexperienced staff members would receive regular and on-going training.

During the implementation of Phase Two, the writer continued to utilize the Experiences in Child Care Services Journal (see Appendix J). As described in the journal entries, Phase Two proved to be a period of rapid growth for the five directors and their staff.

The experienced staff members viewed the four organizational workshops with their directors as a source of enlightenment. A majority of the experienced staff expressed delight in being considered a part of the management component of the centers' operations. The total group readily accepted their directors' staff development plans and provided positive input with regard to implementation. The experienced staff members formulated a committee and chose to serve as mentors to inexperienced staff members. Informal discussions and positive comments

entailed successful methods for guiding their peers through the use of staff handbooks, center policies, and developmentally appropriate teaching strategies in their classrooms.

Additionally, completion of the weekly center visitations utilizing the Center Observation Checklist (see Appendix D) revealed the successful implementation of Part Two of the directors' staff development plans. During the center visitations, a sense of competitiveness was obvious as directors and staff members questioned the progress and performance of their colleagues in the remaining four child daycare centers.

The third phase of the solution strategy was initiated and completed during the fourth, fifth, and sixth months of the implementation period. Two director/staff in-service workshops, entitled Principles and Practices of the Developmentally Appropriate Curriculum and Developmentally Appropriate Strategies For Preschool and Multi-Cultural Influences, were conducted.

The first in-service workshop activity involved a review of the initial results of the child daycare staff survey section on developmentally appropriate curriculum practices (see Appendix B). Utilizing lecture and open discussion methods, an overview of the developmental approach to utilizing teaching resources was presented. Supplemental materials, which included the NAEYC's position statement on developmentally appropriate curriculum and a

series of preschool age level filmstrips, provided child daycare personnel with an expanded view of a quality preschool curriculum. In addition, theoretical and practical concepts for curriculum development were reinforced through the use of teacher-made transparencies. The use of the aforementioned approach provided the opportunity for child daycare personnel to gain additional knowledge in appropriate curriculum development concepts and to dispel misguided beliefs and practices.

Presentations of the individual child daycare centers' goals and objectives combined with annual, unit, weekly, and daily lesson plan formats were completed by the directors and experienced staff members. A group work session provided opportunities for staff members to discuss, demonstrate, role play, and evaluate developmentally appropriate curriculum approaches to be implemented in the five centers.

The second workshop for child daycare personnel was accomplished by orientating child daycare staff members in two sessions. The first session of the workshop activity involved the use of a series of pre-school filmstrips, which emphasized developmentally appropriate curriculum teaching materials for children ages 2 to 5 years. The use of this approach allowed staff members to gain knowledge from a theoretical point of view. A series of demonstrations by the writer in a preschool setting provided child daycare personnel with a practical view of the theoretical concepts

in action. Utilizing the preschool enrichment areas of language development, social studies, mathematics, music, and art, an abundance of "hands on" experiences were provided. The use of this approach enlightened staff members with an abundance of developmentally appropriate teaching materials and practical methods for continued use.

Consideration for applying multi-cultural concepts to the curriculum were presented by utilizing a teacher-made fact sheet (see Appendix N). In addition, a demonstration in a preschool classroom setting, utilizing multi-cultural toys, games, and literature, provided child daycare staff with practical approaches which would enrich the experiences of children from a diversity of cultures. The use of this approach allowed child daycare personnel to review, plan, and develop the directors' strategies for implementation.

The second session of the workshop activity for child daycare staff involved the guest appearances of a cadre of resource consultants. Utilizing a forum and panel format, child daycare personnel were introduced to a variety of methods and resources which would enhance the utilization of developmentally appropriate curriculum concepts in the various child daycare environments. The use of this approach served to enhance previous workshop presentations and to expand the staff members' level of knowledge and practical use of the community as an additional teaching resource. In addition, a group work session allowed child

daycare personnel to finalize the centers' plans for optimum utilization of the available teaching resources.

During the implementation of Phase Three, an abundance of journal entries were recorded. Reactions from the directors and center staff, with regard to the workshop presentations, were very positive. Numerous comments from staff favored the variety of "hands on" activities included in the workshops. An enormous amount of enthusiasm was generated by staff. As a result, additional center visitations were necessary to accommodate the many requests for assistance with classroom arrangements. Staff members openly expressed positive results as they reassessed their use of teaching resources and applied the knowledge gained in the workshops to daily classroom experiences. Numerous accounts of success in utilizing the cultural backgrounds of the parents and the children in planning classroom activities were expressed by personnel in the five centers.

The writer contunued to utilize the Center Observation Checklist (see Appendix E) during the weekly center visitations. The ratings recorded on the checklist confirmed that a steady increase was noticeable in the work performance levels of both directors and staff. The writer's observations were filled with instances whereby communication lines among staff and management were open and positive. A sense of cohesiveness was evident in the five centers.

The fourth phase of the solution strategy was initiated and completed during the sixth month of the implementation period. One director/staff in-service workshop, entitled Utilizing Effective Classroom Management Techniques, was conducted.

The first in-service workshop activity involved a review of the initial results from the Child Day Care Staff Survey (see Appendix B). Utilizing a preschool classroom, the five elements of classroom management, which included: setting up pre-school learning centers, utilizing individual and small group lessons, independent activities, and learning centers, as well as scheduling daily activities were presented. Supplemental materials, which included a variety of early childhood education materials, supplies, and equipment, provided child daycare staff members with additional resource information. In addition, the key elements for classroom organization was demonstrated by rearranging a preschool classroom setting to accommodate the developmental approach to teaching young children. A series of group activities allowed child daycare personnel the opportunity to develop classroom floor plans, review classroom schedules and lesson plans. The use of this approach allowed the directors and staff members the opportunity to finalize appropriate strategies for center use.

The second in-service workshop for child daycare personnel emphasized the behavior of children and its effect on classroom management. The characteristics of children's

behavior from ages two through five years was presented in the form of a series of audio-visual transparencies and filmstrips. Examples of positive guidance techniques were highlighted in a series of role playing situations. Simulating day-to-day experiences provided a variety of techniques and strategies which could be utilized in the classroom setting. An open discussion combined with a group activity allowed staff to reassess present behavior management approaches being used in the centers. In addition, the group discussions provided opportunities for staff to develop and organize individual center plans for implementing new policies relative to behavior management in the child daycare center environment.

During the implementation of Phase Four, the concepts presented in the two workshops provided an abundance of knowledge to the child daycare staff. A level of surprise was evident as staff members commented on how the available materials in their classrooms had seemingly taken on a new meaning. Several staff members expressed, openly, their secret delight in finally knowing what to do with simple teaching materials that had purposely been ignored. The remaining staff members commented that while they were aware of the teaching materials in their classrooms, a lack of the knowledge of their purpose had eluded them. As a result, the materials were not utilized.

Clearly, the workshops included in phase four provided an increase in knowledge which surpassed the writer's

expectations.

Utilizing the Checklist For Utilizing Effective Classroom Management Techniques (see Appendix F), center visits further allowed the writer to observe and assist with the physical aspects of classroom management. The center visits included assisting with the setting up of learning centers with appropriate learning materials and teaching resources. In an effort to accommodate staff, extended hours and additionaly work days were scheduled by the writer. The checklist further enabled the writer to gather an abundance of information which indicated high ratings in the staff's performance levels and practical applications of the concepts learned in the workshop on classroom management.

Phase Five of the solution strategy was initiated and completed during the seventh and eighth months of the implementation process. A director/staff in-service workshop, entitled Utilizing Parent Communications, was conducted. An overview of the theoretical principles which apply to working with parents in child daycare programs was presented in a lecture/discussion format. In addition, considerations for the involvement of parents into the total preschool program were highlighted. The use of this approach provided insight for staff toward developing sound parent relationships. A consultant presentation, entitled Resources For Parents, further provided staff with additional tips and guidelines for developing parent

communications. A group activity further served to allow child daycare personnel the opportunity to plan a schedule of parent meetings and develop methods for implementing parent activities in the five child daycare centers.

During the implementation of Phase Five, the writer's Experiences In Child Day Care Services Journal entries (see Appendix J) were filled with the successful experiences of child daycare personnel. The workshop for utilizing effective parent/center communications provided staff members with enormous insight relative to working with parents. Staff members strongly identified with the theoretical principles presented. A variety of comments from staff members addressed the importance of family relationships and parent needs. Many staff members compared the concepts learned in phase three, which addressed multi-cultural awareness, to the principles and theories presented in the workshops for phase five.

A variety of positive and negative experiences with parents were discussed by several staff members. However, utilizing the concepts presented in the workshop, suggestions and alternatives were emphasized by their colleagues. Reactions to the aforementioned suggestions were of a positive nature.

Utilizing the Center Observation Checklist for Utilizing Effective Parent Communications (see Appendix G) confirmed that child daycare staff members were applying the knowledge gained in the workshop presentations. Evidence of

increased levels of knowledge were reflected in the distribution of bi-lingual newsletters and weekly parent communications which highlighted classroom activities. Additionally, schedules for parent volunteers and staff members were on display in the five centers.

Closure to the implementation of phase five was accomplished by administering the Final Evaluations for both directors and staff (see Appendices H and I). In addition, the Child Daycare Staff In-Service Workshop Evaluation form was distributed (see Appendix O).

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The results obtained reflect the projected outcomes for the four objectives of the practicum as discussed in Chapter III.

The first objective was measured based on the child daycare directors' ability to develop and implement an appropriate staff development program in their centers. The specific objective, "Within a period of eight months, child daycare directors will increase their knowledge, understanding, and utilization of skills in staff development as measured by attaining at least 84 points on a Center Observation Checklist and a score of at least 80 percent on a Child Daycare Director's Final Evaluation," was met by the five directors.

Table 4 summarizes the progress achieved by each director at three intervals during the implementation period, and the final performance level rating as tabulated from the Center Observation Checklist.

Table 4. Results of Center Observation Checklist for Directors

	1st Month	2nd Month	7th Month	Highest Performance Level
	Points			
Directors				
One	64	77	106	Outstanding
Two	71	86	129	Outstanding
Three	67	81	95	Satisfactory
Four	78	83	114	Outstanding
Five	6[illegible]	85	120	Outstanding

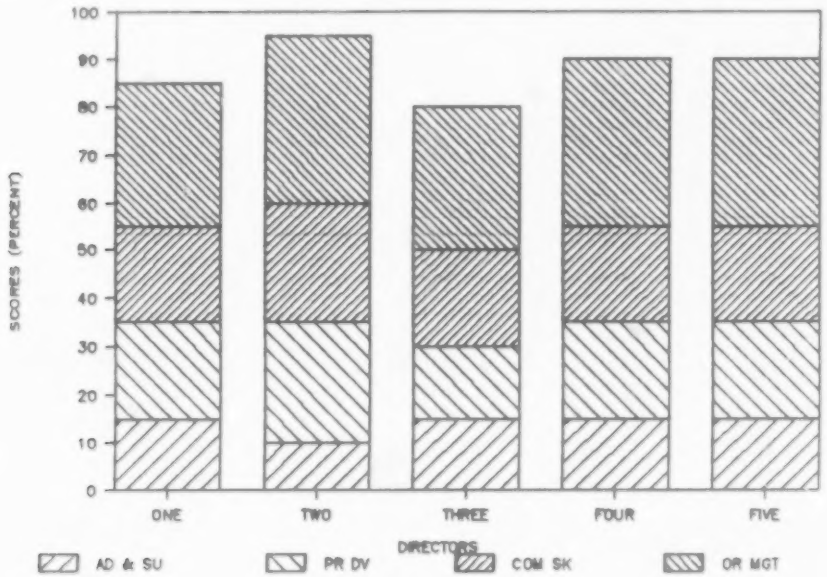
Scoring Key

140 - 112	Outstanding Performance
111 - 84	Satisfactory Performance
83 - below	Unsatisfactory Performance

An analysis of the data in Table 4 reveals that the five directors achieved a performance level of satisfactory or outstanding, which reflects an increase in their practical knowledge and ability to develop and implement a staff development program in their centers. The results in Table 4 further indicate that the criteria established for the Center Observation Checklist was met.

In addition, Figure 5 depicts the individual scores attained by the five directors in the four conceptual areas of staff development, as tabulated from the Child Daycare Directors' Final Evaluation.

Figure 5. Results of Child Daycare Directors' Final Evaluation



Scoring Key

Areas Evaluated	Number of Questions	Answers to Questions		Value of Questions
Administration and supervision	3	2-3 Correct	Knowledgeable in administraton and supervision	15%
		2 or below	Lacks sufficient knowledge in area	
Organizational Management	7	5-7 Correct	Knowledgeable in organizational Mnnagement	35%
		4 or below	Lacks sufficient knowledge in area	
Program Development	4	3-4 Correct	Knowledgeable in program development	25%
		2 or below	Lacks sufficient knowledge in area	
Communication Skills	4	3-4 Correct	Knowledgeable in communication skills	25%
		2 or below	Lacks sufficient knowledge in area	

Total Answers to Questions

12-18 Sufficient knowledge

11 or below Lacks sufficient knowledge

The results further reveal that the percentage of appropriate answers and the total scores attained by each director indicate the acceptable level of 80 percent as established in the standard of achievement.

The results of the data in Table 4 and Figure 5 confirm that the five directors gained knowledge and understanding in utilizing the practical skills of staff development in their centers.

The second objective was measured based on the ability of child daycare personnel to improve their knowledge and skills in the use of developmentally appropriate curriculum resource materials and multi-cultural strategies in their classrooms. As described in the problem documentation, the job analysis section of the Child Daycare Staff Survey (see Appendix B) revealed that 22 out of 30 staff members rarely selected and used developmentally appropriate learning materials in the five centers.

As indicated in Table 5, the specific objective, "Within a period of eight months, child daycare personnel will improve their conceptual knowledge and skills through the utilization of developmentally appropriate curriculum resource materials and multi-ethnic strategies, as measured by at least 23 out of 30 staff members attaining a score of at least 53 points on a Center Observation Checklist and providing appropriate answers on a Child Daycare Workers' Final Evaluation," was achieved.

Table 5. Results of the Center Observation Checklist for Utilizing Developmentally Appropriate Curriculum Teaching Materials and Multi-Cultural Strategies

		Performance Levels		
		Outstanding 88-71	Satisfactory 54-70	Unsatisfactory 53 or below
Centers	Staff			
One	6	4	1	1
Two	7	4	2	1
Three	6	3	2	1
Four	6	4	2	0
Five	5	4	1	0

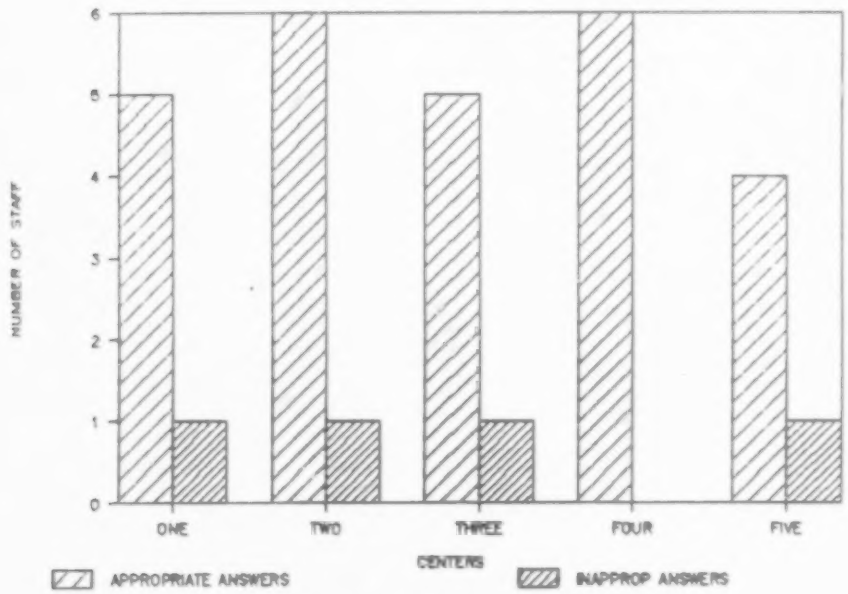
Utilizing the Center Observation Checklist over a period of three months, Table 5 summarizes the composite ratings of 30 child daycare staff members. An analysis of the data indicates that 27 out of 30 staff members achieved a satisfactory or outstanding performance level in utilizing developmentally appropriate curriculum teaching resource materials and multi-cultural strategies.

Further indications of staff deficits in utilizing developmentally appropriate curriculum teaching resource materials and multi-cultural strategies, were represented in Figure 4 of the problem documentation whereby 27 out of 30 staff members responded with inappropriate answers on the

Child Daycare Worker Preliminary Evaluation (see Appendix C).

Figure 6 depicts the combined number of appropriate answers given by the 30 staff members in the five child daycare centers as tabulated from the Child Daycare Workers' Final Evaluation. The results further indicate that 26 out of 30 staff members increased their knowledge in the concepts of utilizing a developmentally appropriate curriculum and multi-cultural strategies in their child daycare work environment.

Figure 6. Results of Child Care Day Care Workers' Final Evaluation for Utilizing Developmentally Appropriate Teaching Resource Materials and Multi-Cultural Strategies



Scoring Key for 10 Questions

6-10	Sufficient knowledge
4 or below	Lacks sufficient knowledge
Composite Value	15%

The results of Table 5 and Figure 6 surpassed the standard of achievement projected for the second objective.

The third objective stated that, "Within a period of eight months, child daycare personnel will increase their practical knowledge, understanding, and skills in the utilization of effective classroom management techniques, as measured by at least 21 out of 30 staff members attaining a score of at least 19 points on a Center Observation Checklist and providing appropriate answers on a Child Daycare Worker Final Evaluation." The results of the checklist and the final evaluation, indicate that the objective was successfully met.

Table 6 gives the combined ratings and performance levels of 30 child daycare staff members as tabulated over a period of a month from the Center Observation Checklist.

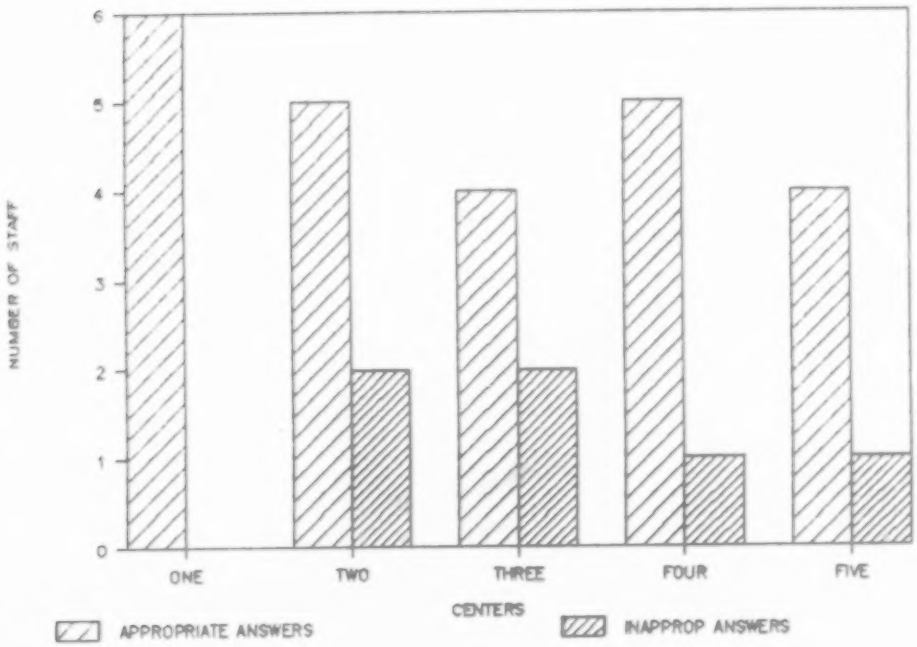
Table 6. Results of the Center Observation Checklist for Utilizing Effective Classroom Management Techniques

		Performance Levels		
		Outstanding 32-26	Satisfactory 25-19	Unsatisfactory 18 or below
Centers	Staff			
One	6	5	1	0
Two	7	5	1	1
Three	6	2	3	1
Four	6	2	3	1
Five	5	2	3	0

An analysis of the data in Table 6 indicates that performance levels achieved by 27 out of 30 child daycare staff members rated above the standard of achievement established for the Center Observation Checklist.

Additionally, Figure 7 depicts the collective number of appropriate answers given by child daycare staff members in the five centers as tabulated from the Child Daycare Workers' Final Evaluation.

Figure 7. Results of Child Daycare Workers' Final Evaluation for Utilizing Effective Classroom Management Techniques



Scoring Key for 3 Questions

2-3	Sufficient knowledge
1 ans	Lacks sufficient knowledge
Composite Value	15%

The results in Figure 7 indicate that 24 out of 30 staff members increased their level of knowledge and understanding of the practical applications of classroom management techniques.

The results of Table 6 and Figure 7 further substantiate the realization of having met the predicted outcome for objective three.

The fourth objective was measured based on the ability of the child daycare workers to improve their knowledge and use of available methods of communicating with parents. The specific objective, "Within a period of eight months, child daycare workers will increase their practical knowledge, understanding, and skills through the utilization of parent/center communications as measured by at least 18 out of 30 staff members attaining a score of at least 17 points on a Center Observation Checklist and providing appropriate answers on a Child Daycare Workers' Final Evaluation," was achieved.

Table 7 summarizes the composite ratings and performance levels of 30 staff members, in five child daycare centers, as tabulated over a period of a month utilizing the Center Observation Checklist.

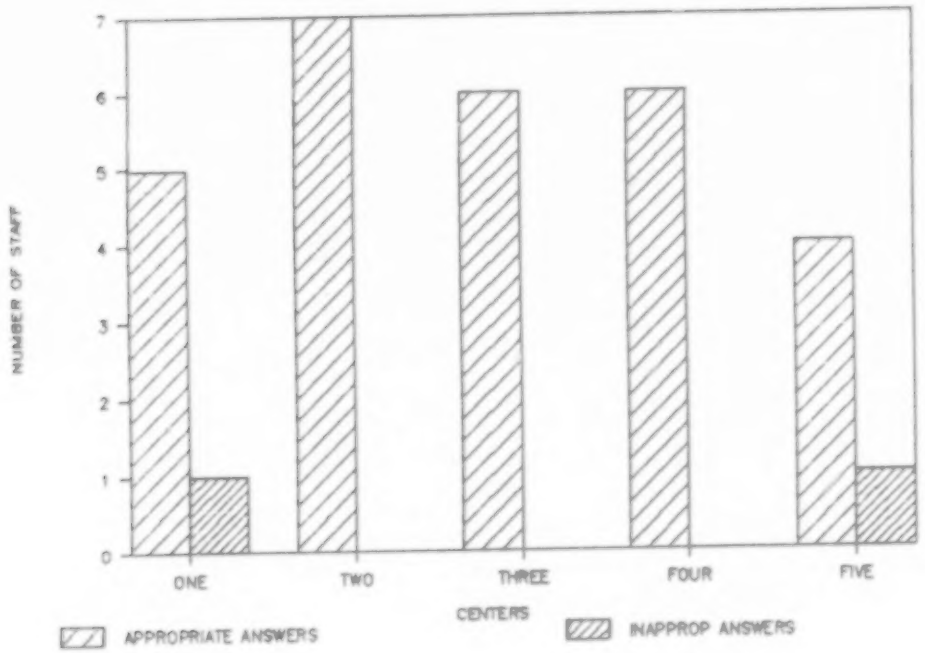
Table 7. Results of Center Observation Checklist for Utilizing Effective Parent/Center Communications

		Performance Levels		
		Outstanding 28-22	Satisfactory 21-17	Unsatisfactory 16 or below
Centers	Staff			
One	6	3	2	1
Two	7	6	1	0
Three	6	4	2	0
Four	6	4	2	0
Five	5	3	1	1

The results in Table 7 indicate that 28 out of 30 staff members in the five centers achieved a satisfactory or outstanding performance level in utilizing the practical skills related to communicating with parents. The results further reflect that the ratings, attained collectively by staff in the five centers, surpassed the standard of measurement established for the Center Observation Checklist.

As indicated in Figure 8, the results represent the combined number of appropriate answers given by the 30 child daycare workers in the five centers. The appropriate answers were tabulated from the Child Daycare Workers' Final Evaluation.

Figure 8. Results of Child Daycare Workers' Final Evaluation for Utilizing Effective Parent/Center Communications



Scoring Key for 3 Questions

2-3	Sufficient knowledge
1 ans.	Lacks sufficient knowledge
Composite Value	15%

The data in Figure 4 of the problem documentation section indicated that 23 out of 30 staff members provided inappropriate answers on a Child Daycare Worker Preliminary Evaluation (see Appendix C). However, an analysis of the results in Figure 8 reveal that 28 out of 30 staff members provided appropriate answers on the final evaluation.

An analysis of the data in Table 7 and Figure 8 indicate remarkable results and further substantiate that

the standard of achievement established for the fourth objective was accomplished. The child daycare workers in the five centers increased their knowledge and understanding of parent/center communications by utilizing the practical skills involved.

Exciting to the writer were the results of the manner in which the 30 staff members responded to the in-service workshops. Utilizing the Child Daycare Staff In-Service Evaluation Form (see Appendix O), the over-all evaluation by the child daycare workers to the staff development process was positive. Eleven of the thirty staff members agreed that the objectives of the workshop were clear as indicated in Question One, while the remaining nineteen staff members strongly agreed.

A review of the purpose for each workshop was done prior to initiating workshop activities. The responses to Question Four further indicated that 28 of the 30 staff members felt that the materials presented were valuable. Additionally, the responses to Question Five indicated that the total staff strongly agreed with the concept of staff networking as being a training tool. Finally, it was very gratifying to the writer to review the responses to Question 15 which indicated that 29 of the 30 staff members exhibited a measure of confidence in the instructor.

As a result of completing the staff in-service workshops, each participant received 75 hours of in-service

credits from the vocational education department of the local school system.

Conclusions

The following conclusions are a result of the related literature and the writer's observations and involvement of child daycare personnel.

The first objective focused on the child daycare directors' ability to develop and implement a staff development program in their centers. As presented in the previous section, the objective was met with overwhelming results. The goal of objective one was accomplished through a systematic approach used to train the five directors.

During the first month of implementation, the directors had very little knowledge of the aspects of utilizing a staff development plan. However, through the concepts and activities presented in the four organizational workshops, an increase in knowledge and performance of the directors was evident by the end of the first month of the implementation period.

Gotts (1988) suggested that the essentials of a quality child daycare environment include the need for directors to provide a continuing program of staff growth and development. This suggestion proved useful in that the directors were able to effectively plan and implement in-service training experiences for their staff on an on-going basis.

Logue, Eheart, and Leavitt (1986) further suggested three areas of importance to child daycare center directors in implementing a staff development program. The areas include the following: combining child development research and theory, applying theory into practice, and providing assistance to staff in defining their roles as child daycare workers. The authors' suggestions were invaluable in that the directors were the recipients of a variety of staff development materials. As a result, the directors were able to formulate center plans which addressed the staff and the centers' educational program. The directors were also able to utilize experienced staff members in the training process.

An unexpected outcome occurred as a result of phase one of the practicum. First, the directors shared their experiences with directors of centers who were not involved in the implementation process. Constant requests for additional directors and their staff to become a part of the implementation process were ever present. As a result, two directors were allowed to monitor one workshop in-service presentation.

The second objective addressed an increase in the knowledge and understanding of child daycare personnel in using developmentally appropriate resource materials and multi-ethnic strategies in their classrooms. The results of objective two exceeded the expected outcome. A series of scheduled workshops, designed for staff and directors,

provided numerous opportunities for staff to acquire concise facts relative to utilizing a developmentally appropriate curriculum in their classroom environment. Additionally, "hands-on" experiences, which involved the actual use of teaching resources in a child daycare setting, provided a wealth of knowledge with regard to the practical applications which could be utilized in day-to-day experiences. Guest appearances scheduled by a variety of resource consultants provided additional resources for child daycare staff.

The statistical data described in the results section further confirm that the 30 child daycare workers increased their knowledge in developmentally appropriate curriculum teaching resource materials and multi-cultural strategies, as a result of the information received in the staff workshops and the effective staff development center activities implemented by the directors. The main focus included the utilization of the team teaching approach to developing staff. The directors utilized a mixture of inexperienced staff with experienced staff in the preschool classroom settings. Additionally, weekly staff meetings were held, utilizing their staff needs assessment tool and center checklist, to assess the appropriateness of the methods and techniques being utilized by staff. In addition, each center director was paired with an inexperienced staff member during the team teaching experience.

Clearly, the success of the objective was warranted by the use of this approach which resulted in positive reactions from child daycare personnel. The reactions from staff were further noted by the increase in their ability to perform the tasks involved in utilizing developmentally appropriate teaching resources in their classrooms.

The third objective addressed the increase in knowledge and understanding of child daycare personnel in using classroom management techniques. The results of objective three was met with tremendous success. As indicated in the problem documentation, one of the major causes of the problem was that the majority of the daycare personnel in the five centers lacked sufficient knowledge in child care services. Clearly, the child daycare workers' knowledge and ability to organize a learning environment would be inadequate.

Indications from Hildebrand (1987) support the aforementioned observation and further suggest that classroom organization is a major factor in determining program quality. The author's suggestions for classroom management include setting up centers of interest, planning and implementing learning activities, developing schedules, and utilizing center and classroom goals. The use of Hildebrand's suggestions proved to be invaluable to phase four of the implementation process.

The scheduling of an in-service workshop for directors and staff included the steps involved in classroom

management. Utilizing the child daycare settings in the five centers, staff were able to physically rearrange the environment to accommodate their developmentally appropriate curricula.

The fourth objective addressed the increase of knowledge in the ability of child daycare personnel to increase their knowledge and use of available methods of communicating with parents. The results of the objective surpassed the expected outcome.

Gordon and Browne (1985) suggested that the process of effectively communicating with parents is one of the key elements of teacher effectiveness and program quality. Use of the authors' philosophy was the guiding force in developing a parent/center communications workshop for child daycare personnel.

The use of the lecture method provided concise facts relative to the importance of parent influences. Discussions and activities relative to formulating a variety of parent/center communication strategies proved to be of great value to the child daycare staff members. Additionally, the guest appearance of a resource consultant provided an abundance of available resources for enhancing parent/center communications. As observed by the writer, the use of the aforementioned approach was well received by child daycare staff. Constant use of the concepts and additional resources presented in the in-service workshop was evident. The writer also observed increased

communications between the staff and the parents.

In summary, the practicum demonstrated that the design and implementation of in-house staff development plans provided a cohesiveness in the centers' program. The solution strategy provided a network of knowledge, skills, and resources to the directors and staff. Clearly, the interrelatedness of the literature was useful in formulating the strategies for the implementation process.

The overwhelming success of the implementation can be attributed to the two major causes of the problem, which were the directors' lack of knowledge to provide an appropriate staff development program for persons under their supervision, and the lack of sufficient training which hindered the child daycare workers' awareness of available teaching resources which affected their performance.

The implementation process involved a systematic approach which addressed both audiences. Prior to the use of the staff development strategy, the needs of the directors and staff were not being met. The enthusiasm exhibited by the participants to all aspects of the process can only serve to justify the solution.

Jorde-Bloom (1988) expressed the belief that child daycare staff work best when administrators maintain open lines of communication. The design and implementation of an in-house staff development program for child daycare workers met with outstanding results.

Recommendations

Based on the results of the successful design and implementation of the practicum, the writer recommends the following:

1. The course offerings and instructional time frame in the state required Introductory Child Care Training Course, should be expanded to accommodate the instructional needs of inexperienced persons entering the child care services field.
2. Local vocational programs with Child Guidance, Care, and Management Services programs should provide director in-service activities designed to acquaint directors with staff development information indicative of the course offered.
3. Local county agencies should provide for a director consultation service using child daycare center monitors, as it relates to child daycare center organization and staff development.

Dissemination

Plans for dissemination and networking include sharing the results of this practicum with the curriculum supervisor of Home Economics in the writer's local school district, as well as the five surrounding counties. Further plans include presenting a brief overview of the practicum results to the Vocational Home Economics Curriculum Advisory

Council, composed of local child daycare center directors, daycare licensing officials, and school district teachers of child care services.

An overview of the practicum results will be presented in the fall edition of the local School Board edition of the Home Economics Teachers Newsletter. An article describing successful methods for increasing the knowledge and work performance of child daycare workers will be submitted for inclusion in Day Care Center, a periodical which is distributed nationwide. A synopsis of the practicum will also be submitted for publication in the Journal of Staff Development.

Additional plans have been made to redesign the Organizational In-Service Workshops for Directors into an instructional format to be utilized in the county's course offerings in child care services. The staff in-service workshops for Developmentally Appropriate Curriculum Teaching Resources and Classroom Management Techniques will be presented to vocational Home Economics teachers who attend the annual pre-school workshop in the fall for the new school term.

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APPENDIX A

Child Daycare Directors Questionnaire

What is Your Director's Child Care Services Intelligence Quotient?

1. Describe the curriculum used in your daycare centers.

2. Are developmentally appropriate materials available for children and used by the instructional staff?
   Yes_____ No_____

3. Do you actively participate in the instructional program?
   Yes_____ No_____
   If so, how often? _____
   Describe the curriculum areas and age levels you teach.

4. Describe the center's approach to guidance and discipline techniques.

5. Describe the methods by which you encourage parent involvement among your staff.

6. Do you produce a publication for family/community?
   Yes_____ No_____

7. Do you have a system of on-going personal communication between the center and the family?
   Yes_____ No_____ Please give example.

8. List the strategies you use to reach family/community.

9. Do you have a written job description for each of your staff members?
   Yes_____ No_____

10. How often are staff meetings held?
    Daily_____ Bi-weekly_____ Weekly_____
    Monthly_____ When Necessary_____ Never_____

11. How often do you schedule in-service workshops within your center for your staff?
    Weekly_____ Monthly_____ Never_____
    If workshops are held, please list topics covered.

12. Is there a plan of orientation for new staff members?
    Yes_____ No_____
    If so, for how long and what does it involve?

13. Is time allotted during the day for staff networking?
    Yes_____ No_____

14. Is time allotted for staff to network with staff in neighboring child care programs?
Yes_____ No_____

15. Do you use outside resource consultants to enhance staff developments?
Yes_____ No_____

16. Do you have a library or professional materials for staff growth?
Yes_____ No_____

17. Are professional journals available for staff in your center?
Yes_____ No_____

18. Is shared decision making with staff a part of the organizational structure of your program?
Yes_____ No_____
If so, explain the process.

APPENDIX B

Child Day Care Staff Survey

Directions: Place a check mark in the space which best describes you.

I. Personal Qualifications

A. Job Description

Teacher _____

Teacher Assistant _____

Teacher Aide _____

Volunteer _____

B. Educational Level

Doctorate _____

Masters _____

Bachelors _____

Associate of Arts/CDA _____

High School/GED _____

Child Guidance, Care and Management Service Vocational Certificate _____

C. Child Day Care Center Work Experience

Less than 1 year _____

1 to 5 years _____

6 to 10 years _____

11 years or more _____

D. Professional Development

State required 20-clock hour introductory child care training course _____

Attend County's required 8-clock hour in-service annually _____

E. Annual In-Service Courses Completed

Child Growth and Development _____

Guidance and Discipline _____

Program Planning and Scheduling _____

Health, Safety and Nutrition _____

Identifying and Reporting Child Abuse and Neglect _____

State and Local Rules and Regulations Which Govern Child Care _____

Computers in Education _____

Developing Learning Centers _____

Infant Care _____

Language Development _____

Pre-School Math _____

Pre-School Music _____

Pre-School Science _____

Pre-School Social Studies _____

Pre-School Art _____

Organizing and Scheduling Activities and Games _____

Sensor motor development _____

Parent Involvement _____

Participate in center staff meeting for planning and evaluating policies and programs of the center _____

Subscribe to a professional journal in your field -- 0 to 3 _____ 4 to 6 _____

Membership in a professional organization related to your field of work

0 to 1 _____ 2 to 4 _____

II. Job Analysis

As a child daycare worker I do the following:

	Daily	Often	Never	Does Not Apply
Assist with developing center policies	_____	_____	_____	_____
Follow center policies	_____	_____	_____	_____
Work Directly with the children enrolled	_____	_____	_____	_____
Develop and implement a plan of work	_____	_____	_____	_____
Arrange the physical environment appropriately for play and learning experiences	_____	_____	_____	_____
Select and use developmentally appropriate learning materials	_____	_____	_____	_____
Formulate lesson plans	_____	_____	_____	_____
Develop and implement a daily schedule	_____	_____	_____	_____
Assemble and prepare learning materials and equipment	_____	_____	_____	_____
Offer a wide range of experiences appropriate to children's needs and interests	_____	_____	_____	_____

	Daily	Often	Never	Does Not Apply
Work with children in large and small groups	_____	_____	_____	_____
Work with children in large and small groups	_____	_____	_____	_____
Organize and supervise indoor play for children	_____	_____	_____	_____
Organize and supervise outdoor play for children	_____	_____	_____	_____
Organize and direct music activities for children	_____	_____	_____	_____
Organize and direct manipulative play activities	_____	_____	_____	_____
Organize and direct language development activities	_____	_____	_____	_____
Choose books and read effectively to children	_____	_____	_____	_____
Plan art activities suitable for children	_____	_____	_____	_____
Organize and direct science activities	_____	_____	_____	_____
Organize and direct activities which promote the development of mathematical concepts	_____	_____	_____	_____
Plan and use activities which promote social living experiences	_____	_____	_____	_____

	Daily	Often	Never	Does Not Apply
Plan and carry out excursions for children	_____	_____	_____	_____
Make accurate observations and utilize the data to help children	_____	_____	_____	_____
Maintain records concerning behavior and progress of individual children	_____	_____	_____	_____
Guide children in learning acceptable behavior patterns	_____	_____	_____	_____
Maintain discipline	_____	_____	_____	_____
Guide children toward the development of good working habits	_____	_____	_____	_____
Assist children in center routines	_____	_____	_____	_____
Interpret school program to parents	_____	_____	_____	_____
Conduct parent meetings, conferences and workshops	_____	_____	_____	_____
Contribute to the organization and distribution of a parent newsletter	_____	_____	_____	_____
Interpret children's work to parents	_____	_____	_____	_____
Recognize the variety of ethnic backgrounds in adjusting communications to meet parent needs	_____	_____	_____	_____
Utilize a variety of media to communicate with parents	_____	_____	_____	_____

APPENDIX C

Child Day Care Worker Preliminary Evaluation

1. Develop an appropriate schedule of activities for your class.

2. Explain the methods by which you could integrate a developmentally appropriate curriculum into your class room.

3. List five methods of integrating art activities into the total curriculum, taking into consideration the multi-cultural aspects of your classroom.

4. List five methods of integrating mathematical activities into the curriculum.

5. List five methods of integrating language arts activities into the total curriculum, taking into consideration the multi-cultural aspects of your classroom.

6. List five methods of integrating music and creative movement activities into the total curriculum, taking into consideration the multi-cultural aspects of your classroom.

7. List five methods of integrating science activities into the curriculum.

8. List five integrating social studies experiences into the total curriculum, taking into consideration the multi-cultural aspects of your classroom.

9. Describe the learning centers in your classroom, listing the materials available for use by your class.

10. List five methods you use to control the environment in order to achieve classroom management.

11. Describe five appropriate methods of behavior management in your classroom.

12. List ten methods by which you involve parents in your classroom.

13. Develop a unit of study for one week taking into consideration the multi-cultural aspects of your classroom.

14. Develop a lesson plan for one day based on the unit of study described in Question 13.

Center Observation Checklist
for
Directors

Center_____ Date_____

Rating Scale: (1) Needs Improvement
(2) Satisfactory
(3) Very Good
(4) Outstanding

Administration and Supervision	1	2	3	4
Demonstrates the ability to:				
1. Plan, organize and implement center goals.				
2. Delegate authority and responsibility by utilizing appropriate staff members effectively.				
3. Make decisions, render judgments and take actions in a timely manner.				
4. Consider the position, feelings and perspectives of staff members when planning, organizing, and implementing program activities.				
5. Develop skills and competencies of staff through training and development activities.				

Organizational Management	1	2	3	4
Demonstrated the ability to:				
1. Develop and disseminate a center organization chart.				
2. Develop and distribute staff job descriptions.				
3. Develop and implement a staff work schedule.				
4. Develop and implement center personnel policies.				
5. Schedule individual and staff conferences.				
6. Develop and distribute staff needs assessment.				
7. Evaluate staff needs assessment.				
8. Develop a staff evaluation form.				
9. Implement a staff evaluation schedule.				
10. Develop a staff meeting agenda.				
11. Conduct a staff meeting.				
12. Present and discuss NAEYC's Code of Ethics with staff.				
13. Develop and implement annual staff in-service plan.				
14. Develop and implement an orientation plan for new staff.				
15. Select and subscribe to local, state, and national professional journals.				

16. Develop and disseminate a monthly newsletter for staff.				
17. Organize and make provisions for a staff lounge and library.				

Program Development	1	2	3	4
Demonstrates the ability to:				
1. Develop and implement learning goals and objectives.				
2. Develop and implement center plans for utilizing a developmentally appropriate curriculum with staff.				
3. Develop strategies for staff utilization of annual unit, weekly and daily lesson plans.				
4. Direct staff in the utilization of developmentally appropriate learning materials.				
5. Utilize a center checklist.				

Communication Skills	1	2	3	4
Demonstrates the ability to:				
1. Effectively communicate and disseminate information to all staff and parents.				
2. Develop and implement a staff networking plan.				
3. Develop and implement a peer training plan for staff.				

4.	Develop and disseminate a parent newsletter.			
5.	Develop and implement staff guidelines for communicating with parents and children.			
6.	Develop and implement a schedule of parent volunteers.			
7.	Recognize the variety of ethnic backgrounds by adjusting center communications to meet parent needs.			
8.	Develop and utilize a variety of methods and media to communicate with parents.			

Scoring Key:

140 - 112	Outstanding Performance
111 - 84	Satisfactory Performance
83 - below	Unsatisfactory Performance

APPENDIX E

Center Observation Checklist
for
Utilizing Developmentally Appropriate
Curriculum Teaching Resource Materials
and Multi-Ethnic Strategies

Rating Scale
(1) Needs Improvement
(2) Satisfactory
(3) Very Good
(4) Outstanding

Practical Applications	1	2	3	4
Demonstrates the ability to:				
1. Plan and implement learning goals and objectives.				
2. Assemble and prepare appropriate learning materials.				
3. Plan and utilize appropriate resources to enhance learning experiences.				
4. Plan and utilize multi-cultural learning materials.				
5. Plan and implement a unit of study.				
6. Plan and utilize age-appropriate daily and weekly lesson plans.				
7. Plan and schedule appropriate play experiences for young children.				

8.	Plan and implement musical experiences when assisting children in learning concepts.			
9.	Utilize several expressions of music in classroom activities: body movement, sons, records, rhythm band instruments, finger plays.			
10.	Serve as a model for good speaking and listening.			
11.	Prepare and use appropriate language games with children.			
12.	Utilize tape recorder, story telling and flannel board to provide listening experiences for children.			
13.	Choose appropriate books and read effectively to children.			
14.	Plan and implement appropriate art activities with children.			
15.	Utilize art materials effectively: mix paint, make paste, clay balls, cut paper.			
16.	Experiment with a wide variety of art media.			
17.	Plan and implement appropriate mathematical activities.			
18.	Utilize math games, manipulatives, and toys.			
19.	Plan and implement appropriate science experiences.			
20.	Utilize science materials effectively.			
21.	Plan and implement curriculum related field trips.			

22. Utilize community resources to enhance classroom learning experiences.

Total _____

Scoring Key:

88 - 71	Outstanding Performance
70 - 54	Satisfactory Performance
53 - below	Unsatisfactory Performance

APPENDIX F

Center Observation Checklist
for
Utilizing Effective Classroom Management Techniques

Rating Scale:
(1) Needs Improvement
(2) Satisfactory
(3) Very Good
(4) Outstanding

Practical Applications	1	2	3	4
Demonstrates the ability to:				
1. Develop and utilize a daily schedule.				
2. Organize and set-up classroom learning centers.				
3. Utilize individual and small group lessons.				
4. Plan and promote independent learning activities.				
5. Guide children toward acceptable behavior patterns.				
6. Control children in a positive manner.				
7. Show awareness of the differences in growth and development of young children.				
8. Plan and promote social group living experiences.				

Total _____

Scoring Key:

32 - 26	Outstanding Performance
25 - 19	Satisfactory Performance
18 - below	Unsatisfactory Performance

APPENDIX G

Center Observation Checklist
for
Utilizing Effective Parent/Center Communications

Rating Scale:
(1) Needs Improvement
(2) Satisfactory
(3) Very Good
(4) Outstanding

Practical Applications	1	2	3	4
Demonstrates the ability to:				
1. Interpret center program to parents.				
2. Assist with planning and implementing parent meetings and workshops.				
3. Plan and schedule parent conferences.				
4. Assist with preparing and distributing a parent newsletter.				
5. To utilize parent volunteers in the learning environment.				
6. Recognize the variety of ethnic backgrounds by adjusting classroom communications to meet parent needs.				
7. Utilize a variety of media to communicate with parents.				

Total _____

Scoring Key:

28 - 22	Outstanding Performance
21 - 17	Satisfactory Performance
16 - below	Unsatisfactory Performance

Child Daycare Directors' Final Evaluation

What is Your Directors Child Care Services Intelligence Quotient?

I. Administration and Supervision

1. Describe the goals established for your center.

2. Is shared decision making with staff a part of the administrative structure of your program?
Yes _____ No _____ If so, explain the process.

3. How often do you schedule in-service workshops within your center for your staff?
Weekly _____ Monthly _____ Never _____
If workshops are held, please list topics covered.

II. Organizational Management

4. Is there a plan of orientation for new staff members?
Yes _____ No _____ If so, for how long and what does it involve?

5. Is time allotted during the day for staff networking? Yes _____ No _____

6. Do you have a written job description for each of your staff members? Yes _____ No _____

7. Do you use outside resource consultants to enhance staff development? Yes _____ No _____

8. Do you have a library or professional materials for staff growth? Yes _____ No _____

9. Are professional journals available for staff in your center? Yes _____ No _____

10. How often are staff meetings held?
Daily _____ Bi-weekly _____ Weekly _____
Monthly _____ When Necessary _____ Never _____

III. Program Development

11. Describe the curriculum used in your daycare centers.

12. Are developmentally appropriate materials available for children and used by the instructional staff? Yes _____ No _____

13. Do you actively participate in the instructional program? Yes _____ No _____
If so, how often? _____
Describe the curriculum areas and age levels you teach.

14. Describe the center's approach to guidance and discipline techniques.

IV. Communication Skills

15. Describe the methods by which you encourage parent involvement among your staff.

16. Do you produce a publication for family/community? Yes _____ No _____

17. Do you have a system of on-going personal communication between the center and the family? Yes _____ No _____ If so, please give example.

18. List the strategies you use to reach family/community.

Child Daycare Workers' Final Evaluation

Part I. Developmentally Appropriate Curriculum

1. Develop a schedule with developmentally appropriate activities for your class.

2. Explain the methods by which you could integrate a developmentally appropriate curriculum into your classroom.

3. List five methods of integrating art activities into the total curriculum, taking into consideration the multi-cultural aspects of your classroom.

4. List five methods of integrating mathematical activities into the curriculum

5. List five methods of integrating language arts activities into the total curriculum, taking into consideration the multi-cultural aspects of your classroom.

6. List five methods of integrating music and creative movement activities into the total curriculum taking into consideration the multi-cultural aspects of your classroom.

7. Develop a unit of study for one week taking into consideration the multi-cultural aspects of your classroom.

8. Develop a lesson plan for one day based on the unit of study described in Question 7.

9. List five methods of integrating science activities into the curriculum.

10. List five methods of integrating social studies experiences into the total curriculum, taking into consideration the multi-cultural aspects of your classroom.

Part II. Classroom Management

1. List five methods you use to control the environment in order to achieve classroom management

2. Describe the learning centers in your classroom, listing the materials available for use by your class.

3. Describe five appropriate methods of behavior management in your classroom.

Part III. Parent/Center Communications

1. Identify five topics that could be utilized to implement a series of workshops for parents.

2. List ten methods by which you involve parents in your classroom.

3. List three items which could be used as points of discussion in a parent conference.

APPENDIX J

Experiences in Child Care Services
A Weekly Journal

Event _____ Phase _____ Week _____

Successful Methods:

Unsuccessful Methods:

Director Concerns:

Staff Concerns:

APPENDIX K

INTRODUCTORY CORRESPONDENCE TO CHILD DAYCARE RESOURCE CONSULTANTS

Dear

I am Judy Lacy Wilson, Child Care Services Instructor of the State and County In-service courses within the local public school system. To satisfactorily complete my doctoral studies at Nova University, I have been assigned the tasks of developing and implementing two practicum experiences.

Presently, I am doing preliminary work on my second practicum which addresses developing and implementing an in-house staff development program in five local daycare centers. The implementation process will involve a series of director/staff workshops with emphasis on utilization of developmentally appropriate teacher resources. Since you are an expert in your field, I would like to utilize your expertise in addressing the workshop participants on the following subject matter _____.
Subject

As described below, the in-service activity will be held:

Date:

Time:

Place:

I look forward to your involvement in this endeavor. Thank you.

Sincerely,

Judy Lacy Wilson

APPENDIX L

THE CHILD DAYCARE CENTER --
A FACT SHEET ON ADMINISTRATION AND SUPERVISION

THE CHILD DAYCARE CENTER

A FACT SHEET

ADMINISTRATION

The most important factor to the successful operation of a quality child daycare program is the foundation from which the program operates. The administration is considered to be the upper level of management which governs and provides the policies for the center's operation. The director provides leadership in the planning, organizing and implementing of center policies.

Some key aspects in administration of a child daycare center for directors include:

1. Being knowledgeable of the laws that govern the over-all operation on the local and state level
2. Organizing and managing staff
3. Developing a quality educational program
4. Establishing an effective communications network with staff, parents, and the community

Administrative theories suggest two methods for managing a center program. These theories suggest that directors consider the following:

1. The Human Relations Theory, which involves a democratic approach to addressing and expanding the needs of staff, parents, and children. Research indicates that productivity of the persons involved will increase based on the fulfillment of their needs.
2. The Management by Objective Theory, which involves the development of the purpose and goals of the program and developing objectives for reaching those goals. Research suggests that formulating objectives, developing methods for achieving them, and developing a tool for evaluating the objectives will insure the program's success.

SUPERVISION

Current management theories suggest that an important aspect of administration is the relationship between the supervisor and the persons being supervised. The process of planning, organizing, and implementing center policies will depend greatly on the organizational abilities of the leader.

Supervision can best be defined as the process of guiding and developing persons employed to do a specific job.

Supervisory Tips

The qualities of a good supervisor include the following:

1. Being a good teacher
2. Being fair, consistent, and having a certain amount of firmness
3. Having a sense of purpose
4. Being understanding and thoughtful
5. Being open-minded, intuitive, and enthusiastic
6. Having the ability to be decisive, tactful, and courteous
7. Having the ability to be thorough
8. Being sincere and respectful of the staff and their input
9. Being genuinely interested in the employee well being

Supervisory Techniques

1. Effective supervisors always consider the importance of employee morale.
2. Treat people as individuals.
3. Clearly establish the role as leader in a positive manner.
4. Delegate authority when appropriate and necessary.
5. Give directions and assignments that are clear and easy to follow.

APPENDIX M

THE CHILD DAYCARE CENTER

A FACT SHEET

ORGANIZATIONAL MANAGEMENT

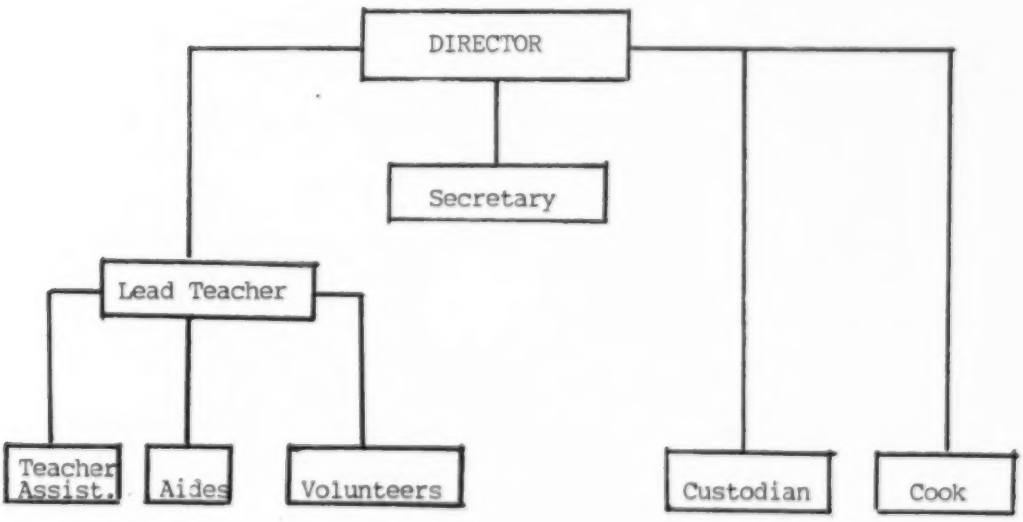
Points to Remember:

The success of center operations depends heavily upon the guidelines by which the program operates. Organizing the basic functions of all components of the program is an important factor to quality programming. The qualities of a good organization involve the positive and cooperative attitudes of the staff and supervisors.

I. Guidelines for Organizing and Developing Staff

A. Center Organization includes

1. An Organizational Chart which should consist of the lines of authority and responsibility and their relationship to staff positions



B. Staff Duties

A description of staff duties should be written and disseminated to staff and should include:

1. A description of the job and the requirements
2. An outline of the specific duties and responsibilities
3. An explanation of the line of supervision (relative to who is responsible to whom)

C. Staff Schedules

A description of the manner in which the job is carried out should be posted or given to staff. It should include:

1. Hours of work
2. Specific assignments as to what should be accomplished within a particular time frame.
3. Time allotted for meetings, lunch, breaks, and conferences

D. Personnel Policies

A description of the rules governing program operations should be developed and disseminated to include the following:

1. Goals of the center
2. Employment guidelines (working hours)
3. Employment requirements
4. Salary and fringe benefits
5. Sick leave, personal leave, and vacations
6. Holidays
7. Methods of evaluation and promotion
8. Methods for filing grievances
9. Policies regarding termination of employment

E. Staff Needs Assessments Tool

This device will assist directors in getting to know their staff as well as identify specific needs of individual staff members. The assessment tool should address:

1. Instructional needs
2. Classroom materials
3. Requests
4. Self-evaluation of performance

F. Staff Evaluations

A schedule for assessing staff and the efficiency in which their duties are implemented should be developed. An evaluation form should be used and should include the teacher's development of:

1. Learning objectives
2. Use of instructional procedures
3. Methods of instruction
4. Records of student progress (record keeping)
5. Self evaluative tools

6. Relationships with children and parents

G. Elements of a Good Staff Meeting
   1. Prepare in advance
   2. Develop an agenda
   3. Highlight the purpose of meeting
   4. Develop objectives for what is to be accomplished
   5. Include pertinent announcements
   6. Allow for a discussion question and answer session

H. Orientation Plans for New Staff Guidelines
   1. Formulate a method to officially welcome staff
   2. Review center and personnel policies
   3. Review duties
   4. Tour facility and make introductions
   5. Tour assigned work area
   6. Allow time for orientation relative to children, parents, and staff
   7. Allow time to fill out payroll information
   8. Assign a staff member as a peer teacher
   9. Provide follow-up through the probationary period
   10. Plan individual conferences for questions and answers

II. Elements of a Good Staff Newsletter
   A. Develop a format which includes
      1. Center policy review
      2. Announcements
      3. Schedule of staff meetings
      4. Important dates
      5. Curriculum tidbits

APPENDIX N

THE CHILD DAYCARE CENTER

MULTI-CULTURAL AWARENESS

The instructional strategies used in the pre-school setting should include the conditions existing in our changing society. The instructional strategies must take into consideration the diversity of cultures in planning the pre-school curriculum.

Points to Consider

1. Children are a product of their immediate environment. Their attitudes are a result of the many experiences shared in the home and family life.
2. Cultural enrichment should be included in the daily planning of activities through language, music, art, dramatic play, and group time experiences.

Activities to Consider

1. Films and filmstrips on various cultures
2. Puppet shows
3. Developing pictures of the cultural elements
4. Visiting culturally oriented tourist attractions
5. Using parents as resources
6. Providing a variety of multi-ethnic foods in the school's food program
7. Developing teaching materials with multi-cultural themes

Key to the importance of multi-cultural strategies is the ability of the staff to identify and relate in a positive manner. Developing a repetroire of speaking terms, including common phrases and responses, would bridge the gap in communication as well as provide for some measure of acceptance for children and parents.

APPENDIX O

Child Daycare Center Staff In-Service Workshop Evaluation

Name:

Date:

Instructions: Please place before each of the statements below the letter which clearly reflects your opinion.

Key:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

NA = Not Applicable

_____1. The objectives of this workshop were clear to me.

_____2. The activities were organized in a sequential manner.

_____3. The group activities and discussions were effective.

_____4. The materials presented seemed valuable to me.

_____5. Opportunities for sharing ideas and experiences were included.

_____6. The resource persons and consultants really knew their subject matter.

_____7. I was stimulated to think, by the presentations given, about the topics presented by the resource consultants.

_____8. There was cohesiveness in the group activities.

_____9. The objectives for this workshop were clearly stated and realistic.

____10. The filmstrips and printed materials were educational and very helpful.

____11. I really felt a part of the staff in-service workshop.

____12. The in-service workshop content was readily applicable to the important concerns in child daycare and my center.

____13. Theory and practice was interrelated.

____14. As a result of the staff in-service workshop, I have decided to seek continuing means of exchanging information with my co-workers.

____15. The instructor was competent and knowledgeable in the subject matter.